photocopiable worksheets

Unit 1	104
Unit 2	110
Unit 3	116
Unit 4	122
Unit 5	128
Unit 6	134
Unit 7	140
Unit 8	146
Unit 9	152
Unit 10	158
Teacher's notes	165

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contents

Unit 1

Vocabulary 1: Who am I thinking about? 104
Grammar 1: Which question am I answering? 105
Grammar 2: I think or I'm thinking? 106
Grammar 3: What have we got in common? 107
Vocabulary 2: Beginnings and endings 108
Communication: A good friend is ... 109

Unit 2

Vocabulary 1: Media crossword 110
Grammar 1: Sentence auction 111
Grammar 2: Shh! Don't say that word! 112
Grammar 3: What was going on when ...? 113
Vocabulary 2: Verb collocations noughts and crosses 114
Communication: Newspaper headlines 115

Unit 3

Vocabulary 1: What kind of lifestyle do you prefer? 116
Grammar 1: What the future holds 117
Grammar 2: Preferences 118
Grammar 3: The Multiplex Centre 119
Vocabulary 2: How do you say ...? 120
Communication: Estate agents 121

Unit 4

Vocabulary 1: Money problems 122
Grammar 1: How well do I know my classmates? 123
Grammar 2: Utopia 124
Grammar 3: Can I sell you this? 125
Vocabulary 2: BLEEP: Which word was that? 126
Communication: Which would you buy? 127

Unit 5

Vocabulary 1: Which leisure activity? 128
Grammar 1 What have they been doing? 129
Grammar 2: Find somebody like you 130
Grammar 3: Find the difference 131
Vocabulary 2: What word am I explaining? 132
Communication: Trivia quiz: How much do you know? 133

Unit 6

Vocabulary 1: Are you an adventurous holiday-maker? 134
Grammar 1: Are you lying to me? 135
Grammar 2: What question was that? 136
Grammar 3: The article race 137
Vocabulary 2: Getting information 138
Communication: Around the world tourism quiz 139

Unit 7

Vocabulary 1: Educational issues: agree/ disagree 140
Grammar 1: Fact or fiction? 141
Grammar 2: What's happened to me? 142
Grammar 3: How many people...? 143
Vocabulary 2: All about learning and knowing 144
Communication: Those were the days! 145

Unit 8

Vocabulary 1: Guess the change expression 146
Grammar 1: In what circumstances would you? 147
Grammar 2: Adverb bingo 148
Grammar 3: What could have been different? 149
Vocabulary 2: Word building crossword 150
Communication: A change for the better? 151

Unit 9

Vocabulary 1: Perks and promotions 152
Grammar 1: Jumbled questions 153
Grammar 2: Find someone who ... and report back!! 154
Grammar 3: Past rules and regulations 155
Vocabulary 2: Pelmanism 156
Communication: Choosing the right career 157

Unit 10

Vocabulary 1: Talking about memory 158
Grammar 1: If things were different! 159
Grammar 2: A tale with a twist! 160
Grammar 3: Phrasal verb survey 161
Vocabulary 2: What am I describing? 162
Communication: Test your memory! 163

Teacher's notes 165

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Who am I thinking about?

Part A

Read the description below.

Guess what relationship there is between the writer and the person being described.

I have known this person for about six years. She's about forty and very nice. We don't really have the same sense of humour, but we get on quite well. I normally see her every day during the week, but some days we don't get the chance to speak much. We're both too busy. We don't keep in contact during the holidays as we don't enjoy each other's company socially.

Work in pairs. Think of questions to ask about a person using the ideas below.

How/old	Male/Female	What/like	What/job	Where/live	Same sense of humour
How long/know	Get on with this person	Spend a lot of time together	Keep in touch		

Can you think of any other useful questions?

Part B

Student A

Choose 4 of the following people and write their names in the spaces below.

MOTHER OR MOTHER-IN-LAW

BOSS

BOY/GIRLFRIEND

AQUAINTANCE

SISTER OR BROTHER

1 _____

2 _____

3 _____

4 _____

Now ask your partner questions in order to guess the relationship he or she has with the people whose names they have written.

Student B

Choose 4 of the following people and write their names in the spaces below.

CLOSE FRIEND

FATHER OR FATHER-IN-LAW

HUSBAND OR WIFE

COLLEAGUE

AUNT OR UNCLE

1 _____

2 _____

3 _____

4 _____

Now ask your partner questions in order to guess the relationship he or she has with the people whose names they have written.

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Which question am I answering?

Student A

Write a complete answer for the following questions.

1 What food do you hate?

2 What foreign countries have you visited?

3 What did you do last night?

4 How often do you go to the cinema?

5 Who is your favourite actor?

6 Where do you usually spend your holidays?

7 What have you done today?

8 How many brothers and sisters have you got?

9 What type of music do you like the most?

10 What did you do last weekend?

Listen to your partner's answer and choose an appropriate question below. Add an auxiliary verb to complete it.

1 Where _____ you study or work?

2 What time _____ you usually get up during the week?

3 Who _____ your favourite singer/group?

4 What _____ you eaten today?

5 How many English teachers _____ you had?

6 What type of music _____ you like?

7 How often _____ you do sport?

8 What _____ you do last summer?

9 How much _____ you usually spend at the weekend?

10 What _____ the last thing you bought?

Student B

Write a complete answer for the following questions.

1 What have you eaten today?

2 How often do you do sport?

3 What type of music do you like?

4 What did you do last summer?

5 Where do you study or work?

6 How much do you usually spend at the weekend?

7 How many English teachers have you had?

8 What was the last thing you bought?

9 Who is your favourite singer/group?

10 What time do you usually get up during the week?

Listen to your partner's answer and choose an appropriate question below. Add an auxiliary verb to complete it.

1 Who _____ your favourite actor?

2 What _____ you do last night?

3 Where _____ you usually spend your holidays?

4 What _____ you done today?

5 What food _____ you hate?

6 How often _____ you go to the cinema?

7 What foreign countries _____ you visited?

8 What _____ you do last weekend?

9 What type of music _____ you like the most?

10 How many brothers and sisters _____ you got?

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I think or I'm thinking?

1

1 What/you/think about politicians?

_____

2 What/you/think now?

_____

2

1 What/you/usually wear for weddings?

_____

2 What/you/wear at the moment?

_____

3

1 How often/you/read?

_____

2 What/you/read at the moment?

_____

4

1 have/you/free time?

_____

2 have/you/a good time at the moment?

_____

5

1 you/study English at the weekends?

_____

2 you/study anything else apart from English at the moment?

_____

6

1 you/work at the moment?

_____

2 What time/people/usually finish work in your country?

_____

7

1 you/expect any letters at the moment?

_____

2 you/expect to do a lot of writing in English in the future?

_____

8

1 you/play any sport at the moment?

_____

2 What sport/you usually play in summer?

_____

9

1 Why/you/learn English?

_____

2 you/often learn new words in your own language?

_____

10

1 you/sleep well at the moment?

_____

2 How many hours a night/you/usually sleep?

_____

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What have we got in common?

Write a short answer for each point below.

	QUESTION	YOU	OTHER STUDENTS
1	A film you have seen recently.		
2	A place you went last weekend.		
3	Something you have eaten today.		
4	A foreign country you have visited.		
5	The time you went to bed last night.		
6	A group or singer you have seen live.		
7	The last English text book you used.		
8	Something you watched on TV last night.		
9	A feeling you have felt recently.		
10	A school subject you liked when you were a child.		
11	A sport you have done recently.		
12	The number of phone calls you made yesterday.		
13	A job you wanted to do when you were a child.		
14	The number of times you have been ill this year.		

Ask questions and try to find two other students in the class who have the same answer as you. Write their names in the space provided.

Have you ever visited France?

Yes, I went to Paris about two years ago.

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Beginnings and endings

1st halves	2nd halves
The teacher tells the students off	because he's so intelligent.
My grandmother brought me up	for not doing their homework.
I usually ask my neighbours	can be a very difficult process.
I really look up to my brother	we are both ambitious and hard-working.
My family don't get on very well	and we're always arguing.
I'm going to carry on	for staying out later than they said.
I grew up	because my mother and father went to find work in another country.
I take after my mother physically,	studying English for the next few years.
My parents used to tell me off	in the countryside.
I take after my father in personality,	living with their parents until they get married.
I sometimes have to look after	gets on very well together.
Everybody in my class	my sister's children at the weekend.
Most people in my country carry on	to look after my plants when I go on holiday.
I think growing up	we are both tall and slim.

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A good friend is ...

Read the following statements and tick the column that best reflects your opinion.

	TRUE	FALSE	DEPENDS
1 You can predict which people will become your friends from your first impressions.			
2 Best friends should like everything about each other.			
3 Good friends always have a lot in common.			
4 Best friends must have similar characters.			
5 Friendship doesn't last unless you keep in touch.			
6 It's impossible to have a good friend of the opposite sex.			
7 It's difficult to be friends with an ex-boyfriend or ex-girlfriend.			
8 You can depend on members of your family more than you can depend on your friends.			
9 Most friends have fallen out with each other at some time.			
10 A good way of making friends is through Internet chat rooms.			
11 Good friends are normally keen on doing the same kinds of things.			
12 You can only have a few really close friends.			
13 You normally get on with your friend's friends.			
14 Close friends should never lie to each other.			

Now discuss the statements in small groups. Explain your opinion, giving examples.

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Media crossword

Student A

Give your partner a clue for the words given in the crossword. e.g., Number 4 down is a written account about something which is happening in the world.

Student B

Give your partner a clue for the words given in the crossword. e.g., Number 9 across is related to the Internet. When you are connected you are this.

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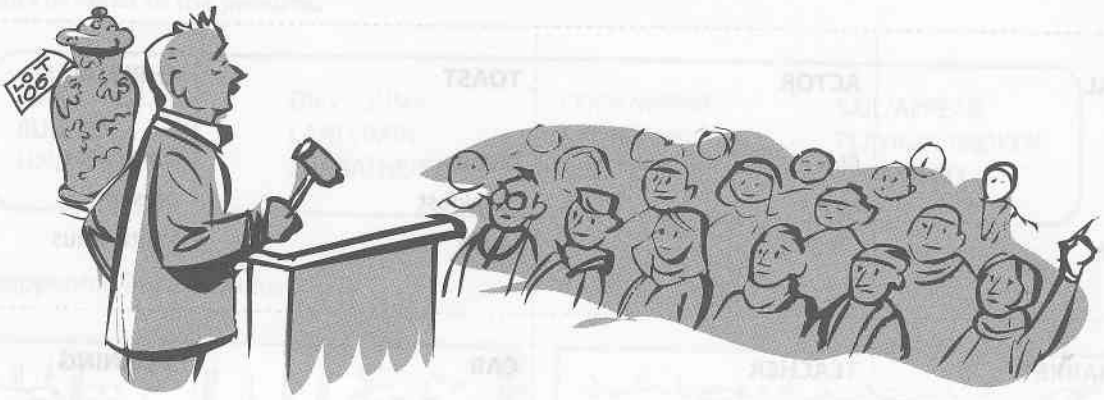
Sentence auction



Read the following sentences and decide if they are grammatically correct. Decide with your team how much to bet on each one (minimum £10 and maximum £100).

		BET	WIN	LOSE
1	Famous people is often interviewed on the TV and radio.			
2	The news is normally broadcast at midday and in the evening.			
3	Handwritten newspapers were circulated as early as 59BC in ancient Rome.			
4	The ballpoint pen was invent by the Biro brothers in 1938.			
5	Children should been supervised when they are surfing the net.			
6	Some pop videos have been prohibited because of the images they contain.			
7	Lots of mobile phones have been stealed this year in the UK.			
8	The idea of *Big Brother* was originally create by George Orwell in his novel *1984*.			
9	Many journalists are sent to live in foreign countries to report what is happening there.			
10	Jobs are usually advertised in local and national newspapers.			
11	Mobile phones must recharged every couple of days.			
12	An estimated $250 million were spend on the rental and purchase of the *Titanic* video in the first 6 days after its release.			
13	Sales of CDs have been affected by people who download songs on the internet.			
14	Coca-Cola is known for its clever advertising campaigns.			
15	Home videos have mostly replaced by DVDs.			

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Shh! Don't say that word!

HOSPITAL doctor ill medicine	**ACTOR** film to act theatre	**TOAST** bread breakfast to eat	**CHRISTMAS** December presents Santa Claus
SUPERMARKET to buy food shop	**TEACHER** to teach school student	**CAR** transport to drive road	**MORNING** to get up early afternoon
BEACH sea coast to sunbathe	**MOTHER** father child to give birth	**PEN** to write pencil paper	**BIRTHDAY** presents born to celebrate
CITY town busy to live	**PILOT** to fly plane airport	**TABLE** to study to eat wood	**WEEKEND** to work Saturday Sunday
BEDROOM bed to sleep wardrobe	**NURSE** to look after hospital job	**BALL** game round to throw	**SUMMER** hot holidays beach
LONDON England Big Ben rain	**JOURNALIST** newspaper to write report	**MOBILE PHONE** to ring to talk communication	**WINTER** season cold Christmas

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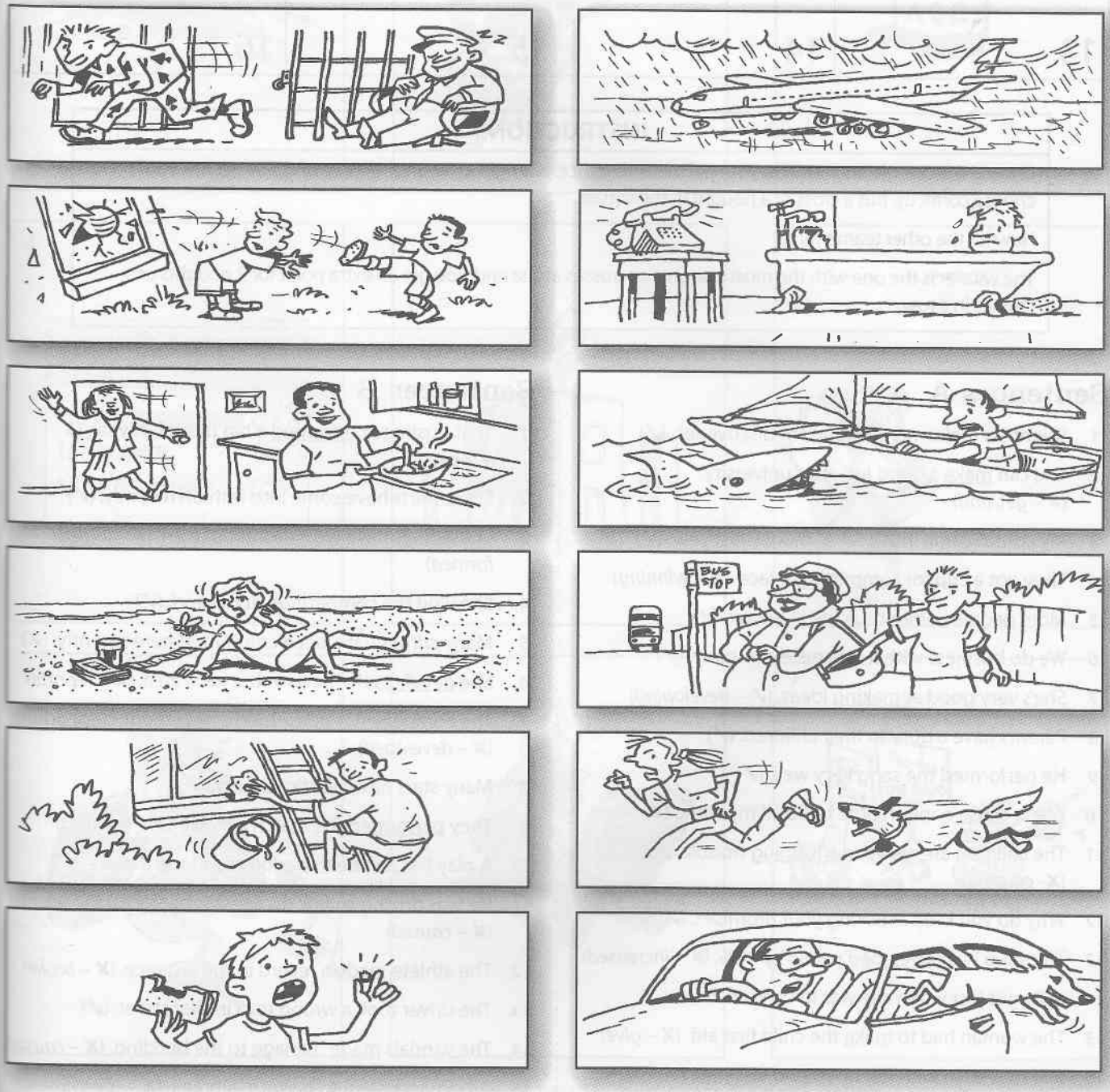
What was going on when ...?

Match the pairs of verbs to the pictures.

WAIT/STEAL	DRIVE/JUMP	COOK/ARRIVE	SAIL/APPEAR
RUN/BITE	LAND/RAIN	EAT/BREAK	PLAY/GET BROKEN
HAVE/RING	SUNBATHE/STING	ESCAPE/SLEEP	CLEAN/FALL

Say what is happening in each picture.



Now think of an important event that has happened over the last few years. Interview your classmates to find out what they were doing when that event happened.

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Verb collocations noughts and crosses

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

INSTRUCTIONS

Choose a rectangle and listen to your partner's sentence. Is it right or wrong? If it's wrong, correct it. If you choose correctly, put a cross or a nought in the square.

Now it's the other team's turn.

The winner is the one with the most noughts or crosses at the end. You get an extra point for 3 noughts or crosses in a row.

Sentences A

1 Scientists make many important discoveries. (✓)

2 You can make a good job after university. (✘ – *get/find*)

3 My cousin came into a lot of money last year. (✓)

4 They got a cup for committing a race. (✘ – *winning*)

5 More people commit suicide in winter. (✓)

6 We do business with a Japanese company. (✓)

7 She's very good at making ideas. (✓ – *developing*)

8 Parents have a duty to their children. (✓)

9 He performed the song very well. (✓)

10 I can't cause enough time to do all my work. (✘ – *find*)

11 The children are always performing trouble at school. (✘- *causing*)

12 Why do you keep breaking your promises. (✓)

13 The shop has developed prices by 10%. (✘ – *increased*)

14 Sally got lost when she was in London. (✓)

15 The woman had to make the child first aid. (✘ – *give*)

16 She moved in with her boyfriend last year. (✓)

Sentences B

1 That business performed a big profit last year. (✘ – *made*)

2 Short skirts have come into fashion recently. (✓)

3 Those boys have won a football team. (✘ – *joined/formed*)

4 She won the competition in the end. (✓)

5 Many crimes have been committed here recently. (✓)

6 She develops the news in the local area. (✘ – *reports*)

7 The company has performed a new product for adults. (✘ – *developed*).

8 Many stars have plastic surgery. (✓)

9 They performed the match very well. (✘ – *played*)

10 A play has just been performed at the theatre. (✓)

11 He was driving so fast that he committed an accident. (✘ – *caused*)

12. The athlete made a record in the last race. (✘ – *broke*)

13. The driver took a wrong turn in that street. (✓)

14 The vandals made damage to the building. (✘ – *caused*)

15 All workers need to perform a break. (✘ – *take/have*)

16 They will return home after the course. (✓)

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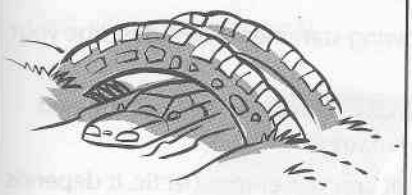
Newspaper headlines

Write newspaper headlines for the stories presented in the following pictures. Use your imagination!

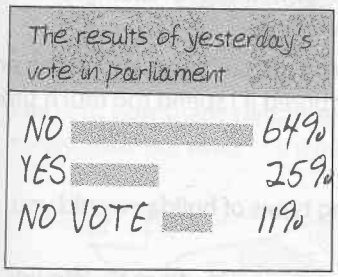
1



2

3

4



5

6

7

8

9

Read your headlines to a partner, but not in order. Your partner must guess the right picture.

Choose one of the headlines and invent the complete story with a partner. Prepare it as if it were a news broadcast. Tell your stories to the rest of the class.

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What kind of lifestyle do you prefer?

Ask and answer the questions in pairs.

1 What does the word 'home' suggest to you?

a It's really important, and everything that's in it. It's the place where I feel happy and safe.

b It's important, but not as much as my job or friends.

c It's a place to sleep and sometimes eat, but if I had to sleep and eat somewhere else, it wouldn't bother me.

2 Which of the following would you choose to have?

a A big spacious detached house with high ceilings, wooden floors and a fireplace but no money left to spend on holidays, going out, little luxuries etc.

b A medium-sized flat on the third floor, with quite a good view but noisy neighbours and a bit of extra money to spend on going out sometimes.

c A cramped apartment on the first floor and lots of extra cash to spend on yourself.

3 Which of the following statements best describe your house or flat?

a It's always in very good condition and clean and tidy as I spend a lot of time looking after my home.

b It's in fairly good condition and usually quite clean and tidy although sometimes I don't look after my home as much as I should.

c It's in quite bad condition and usually untidy.

4 Where would you prefer to live?

a In the countryside or a very quiet residential area.

b In a lively suburb, but one with plenty of shops, restaurants and pubs.

c Right in the centre of town where everything's happening.

5 On average, how much of your free time (when you're not sleeping) do you spend at home per week?

a More than thirty hours.

b Between twenty and thirty.

c Less than twenty.

6 Which of the following statements best describe your lifestyle?

a Quiet. I take things calmly and don't get stressed about everyday matters.

b Sometimes quiet and sometimes hectic. It depends on the time of year or day of the week.

c Usually hectic. I spend most of my time running from one place to the next, doing a hundred different things at the same time.

7 What do you enjoy doing most in your free time?

a Reading, listening to music and relaxing at home.

b A mixture of things, a bit of sport, reading, cinema and occasionally clubbing.

c Being out with my friends, clubbing, socialising and keeping busy. I get bored if I spend too much time alone at home.

8 Which of the following types of holiday would you prefer?

a Rural tourism. You can get away from the crowds and relax, walking or cycling in the countryside.

b A tourist resort with some entertainment facilities, but reasonably quiet and relaxing.

c A busy, lively tourist resort, where I can go clubbing all night long.

Calculate how many A, B and C answers you have got. Read the results below.

Mostly As

What a quiet, relaxed life you lead. Home is definitely where the heart is for you. Your idea of paradise is a little cottage in the country, far away from the stress of the big city. Don't forget, though, there may be something else out there that's interesting.

Mostly Bs

Well, you seem to have a very balanced approach to life. You like doing exciting things but you also know when to relax and take it easy. You value your home, but not too much as other things interest you too.

Mostly Cs

What a life! You love to be in the centre of it all, running around and socialising. Do you remember where your home is? It sounds fun, but be careful not to get too stressed. Everybody needs to relax sometimes.

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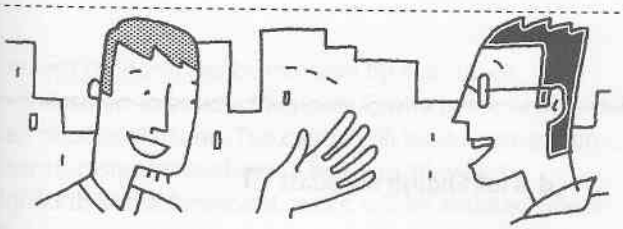
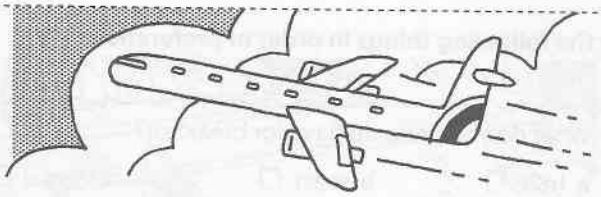
What the future holds

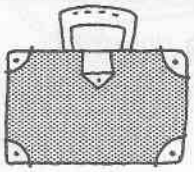


Find out how many people are meeting a friend after class. (*Ask who and where*)

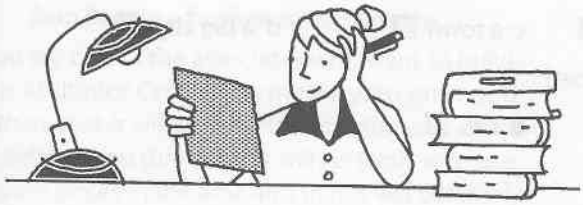


Find out how many people are going to travel abroad at some time this year. (*Find out where and why*)

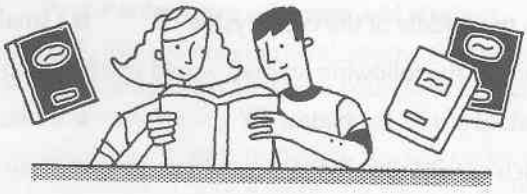
Find out how many people are going to study English again next year. (*Find out where and why*)



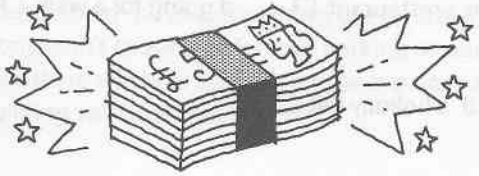
Find out how many people are going away next weekend. (*Find out where and who with*)



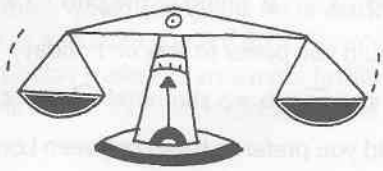
Find out how many people are going to study later today. (*Find out what and where*)



Find out how many people will help you with your English homework in the future. (*Find out why or why not*)



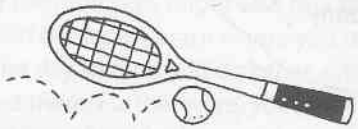
Find out how many people think they are going to be rich in the future. (*Find out why or why not*)



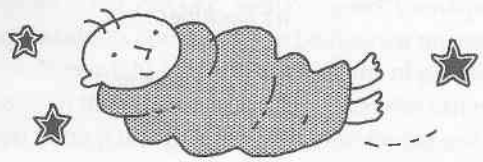
Find out how many people think the world will be a fairer place in the future. (*Find out why or why not*)

Find out how many people think they are going to start work or change their job in the near future. (*Find out when and where*)

Find out how many people are going out tonight. (*Find out where and who with*)



Find out how many people are going to do some kind of sport in the next few days. (*Find out what and where*)



Find out how many people think they will have children in the future. (*Find out how many*)

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Preferences

Put the following things in order of preference.

1 What do you prefer to have for breakfast?
a fruit ❒ **b** toast ❒ **c** cereal ❒ **d** a full English breakfast ❒

2 Which of these cities would you prefer to visit?
a Tokyo ❒ **b** Sydney ❒ **c** Buenos Aires ❒ **d** Moscow ❒

3 Which of these forms of entertainment do you prefer?
a theatre ❒ **b** cinema ❒ **c** live pop concerts ❒ **d** opera ❒

4 Which of the following singers do you prefer?
a Frank Sinatra ❒ **b** Britney Spears ❒ **c** Elton John ❒ **d** Madonna ❒

5 Which of these subjects did you prefer when you were at school?
a Maths ❒ **b** English ❒ **c** Physics ❒ **d** History ❒

6 In which of the following places would you prefer to live?
a in the middle of the countryside ❒ **b** a small village ❒ **c** a town ❒ **d** a big city ❒

7 Which of the following animals would you prefer to have as a pet?
a cat ❒ **b** dog ❒ **c** snake ❒ **d** fish ❒

8 Which of the following jobs would you prefer to do?
a doctor ❒ **b** plumber ❒ **c** politician ❒ **d** teacher ❒

9 Which way of socialising do you prefer?
a clubbing ❒ **b** going to the pub ❒ **c** having lunch/dinner in a restaurant ❒ **d** going for a walk ❒

10 Where would you prefer to stay on holiday?
a a camp site ❒ **b** a 5 star hotel ❒ **c** a caravan ❒ **d** a holiday flat ❒

11 How would you prefer to travel between London and Edinburgh?
a by plane ❒ **b** by train ❒ **c** by coach ❒ **d** by car ❒

12 Which of the following adventure sports would you most like to do?
a parachuting ❒ **b** bungee jumping ❒ **c** deep sea diving ❒ **d** white water rafting ❒

Explain your preferences to a partner using comparatives and superlatives.

I prefer cereal because it's healthier.

But fruit is as healthy as cereal.

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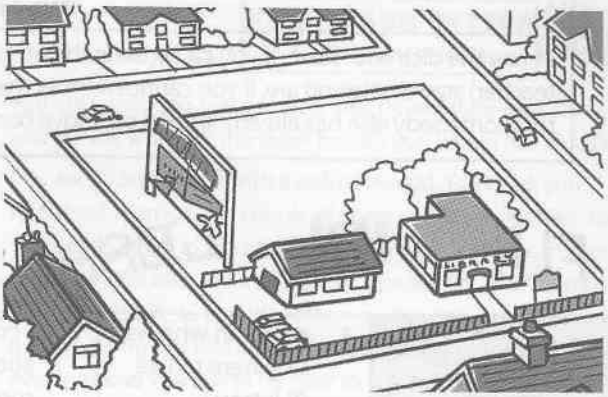
The Multiplex Centre

A recent proposal has been made by a group of businessmen to build a Multiplex Centre in the residential area of Little Hortunn. The centre will have a ten-screen cinema, restaurants, shops, a bowling alley and a nightclub in the basement, and it will be situated where Hortunn park is currently located. The businessmen have also considered buying the library and the community centre, knocking them down and using this land too. Local residents have mixed feelings about these plans and a meeting has been called in the Community Centre to discuss the advantages and disadvantages of the proposed multiplex centre.



1 Sam Brown – businessman/woman

You are one of the associates who want to build the Multiplex Centre. You must try to convince the others that it will be beneficial for the area and the residents. You think that it will certainly increase house prices in the area and that it will definitely provide entertainment for the local residents. Some local residents will probably also be able to get jobs in the centre and there might also be opportunities for locals to open businesses within the centre. It definitely won't cause problems of parking or noise because there will be a car park on the top floor and the building will be sound-proofed.

2 Paul/Paula Jones – 19-year-old student

You really like the idea of the Multiplex Centre as you live in this residential area with your parents and you think it's really boring. You think that all the facilities will definitely be really good fun. You will certainly go to the cinema once a week and you'll probably go to the club quite often as you'll be able to walk home afterwards instead of getting a taxi. You think you might be able to get a Saturday job in one of the shops, which would give you a bit of extra money because as a student you are quite poor. You think it will probably make the area more fashionable and that it will attract more interesting people to the area.

3 Edward/Edwina Bowles

You are a pensioner who has lived in this area for some time and you really don't like the idea of the Multiplex Centre. You think it will definitely make the area noisier and there will certainly be more traffic. At the moment you enjoy peaceful walks in Hortunn Park and in the future you definitely won't be able to do this. You think that the business associates who are building the multiplex might also buy the Community Centre and the local library where you often go during the day to read and do other activities that are organised there. Furthermore, you think you probably won't use any of the facilities and therefore it will have no use at all for you.

4 John/Jean Siles

You are in your 40s, a police officer and parent of two teenage children. You have a lot of doubts about the Multiplex Centre as you think that it definitely won't be a good thing for your children. You've seen in other areas how children tend to spend all day in these places and you think that it might stop your children from studying. You also believe that it might attract other, not very well behaved, teenagers to the area and this could be a bad influence on your kids. The club might also bring problems of people making noise in the streets at 2 or 3a.m. On the other hand, you think it will probably increase house prices, which you would be happy about.

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How do you say ...?

INSTRUCTIONS

Throw the dice and move. If you can answer the question correctly (if the group is not sure, check with the teacher) stay where you are. If you cannot answer the question, move back two spaces. If you land on a square that somebody else has already landed on, move back to the nearest square that nobody has landed on before.

FUL UN LESS Y RE EX

START	1 a person who has nowhere to live (8 letters)	2 a confusion about what something means (15 letters)	3 write a critical article about a film or book (6 letters)	4 a thing that has no purpose (7 letters)
5 the woman you divorced (6 letters)	6 when you have a different point of view from someone (8 letters)	7 the adjective of week (6 letters)	8 a person who doesn't usually remember things (9 letters)	9 when you don't fail, you are this (10 letters)
10 when you say something with the wrong phonetic sound (12 letters)	11 when there is no justice (6 letters)	12 something that never finishes (7 letters)	13 a place that lots of people visit on holiday (8 letters)	14 a place which has not been developed for tourism (8 letters)
15 the adjective of create (8 letters)	16 if something makes you have a good time, it is this (9 letters)	17 a thing that doesn't interest you (13 letters)	18 something that isn't common (7 letters)	19 if you organise a meeting again you do this (9 letters)
20 the adjective of air (4 letters)	21 when you have listened to something wrongly (8 letters)	22 the opposite of cheap (9 letters)	23 if you do something without paying enough attention (8 letters)	24 the opposite of clean (5 letters)
25 the opposite of hectic or noisy (8 letters)	26 something fragile like a glass (9 letters)	27 an untidy person or place (5 letters)	28 handsome or pretty, in your opinion (10 letters)	29 a person who chats to others and gets on with people (8 letters)
30 if you go back to a place again (7 letters)	31 one minute you are here, and the next you're not (9 letters)	32 something which you can understand easily (14 letters)	33 a person who helps a lot (7 letters)	FINISH

MIS DIS IVE ABLE IBLE

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Estate agents

Estate agent

Try to sell this house.

Price: £190, 000

Location: Residential area in the suburbs with several local schools and shops. 7 miles from the city centre, with good transport links.

Description: On the ground floor there is a large living room and a kitchen. On the first floor there is a bathroom, two large bedrooms and a small bedroom. The fourth bedroom is in the attic. The house has central heating, but no air conditioning or burglar alarm. It has a garage with space for one car and access via the drive and a fairly large garden. It's about 30 years old and needs some work done in the kitchen and bathroom.

Buyer

BIGGER AND BETTER
ESTATE AGENTS

You are looking to buy a house. Visit three estate agencies and decide which of the three houses you would like to buy.

You are 28 and single with a girl/boyfriend. You think you might get married in a couple of years and have children. You work as a lawyer in the city centre and have a BMW car. Your girl/boyfriend also has a BMW, so it's important that there is somewhere safe to park the other car too. You love meeting people, going out and clubbing. You also go to the gym most evenings and you like to be near to some green areas where you can go running. You like modern things, but they have to be original and special. You can afford about £180,000, but if there were something you really liked you would be prepared to spend a bit more.

Estate agent

Try to sell this house.

Price: £160,000

Location: In the countryside, about 2 miles from the outskirts of the city and 10 miles from the city centre. There are no local schools but there is a little shop 10 minutes walk away. There is a bus to the city centre that passes once every 2 hours.

Description: This cottage is about 150 years old but has been modernised and is in very good condition. It has only one floor, but it has a large living room, a good size dining room, a kitchen, 3 large bedrooms and 2 bathrooms. There is no garage but because the area is so quiet, there are no parking problems. It doesn't have central heating or air conditioning but it has an open fireplace in the living room and dining

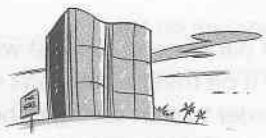
Buyer

MY KIND OF PLACE
ESTATE AGENTS

You are looking to buy a house. Visit three estate agencies and decide which of the three houses you would like to buy.

You are 55 and divorced. You have three children but they are all living away from home, although they sometimes come to visit you. You work as an administration assistant in the centre of town and you don't have a car. You can drive, however, and if you needed to buy a car you would. You love gardening and you'd like to live in a peaceful area of town or in the countryside. You'd like to have all modern appliances like central heating and air conditioning. You want to be able to get into the city centre easily because you meet your friends there at the weekend. You can afford about £180,000, although you would pay a little more if necessary.

Estate agent



Try to sell this house.

Price: £210,000

Location: Near to the city centre. There are lots of shops of all kinds and public transport to all parts of the city is excellent. It's 4 miles to the nearest school.

Description: This flat is new and extremely modern. It has central heating, air conditioning and a burglar alarm. It has two large bedrooms, two on-suite bathrooms, an enormous living room with a large balcony with views of the city centre. It also has a large kitchen with its own dining area and a small office. There is a parking space available at a little extra cost in the basement.

Buyer

HOME SWEET HOME
ESTATE AGENTS

You are looking to buy a house. Visit three estate agencies and decide which of the three houses you would like to buy.

You are 38 and married with two small children. You might want to have another child in the future. You are a computer programmer and work from home, so it's very important for you to have a study area. You prefer to be near the city centre because you don't really like the countryside although a garden would be nice for the children. You don't want to buy anywhere that needs work doing to it. You think it's very important to have schools and shops nearby, but as you and your partner have cars, you could take the children to school by car if it was necessary. You'd also like a quiet location. You can afford about £200,000.

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Money problems

Student A

Situation 1: You have just started a holiday travelling around Europe with a friend. You have a limited amount of money and you have to spend it wisely. You'd like to stay in 3 or 4 star hotels because you think they are good value for money and that way you'll sleep well and have lots of energy for visiting different places. You can save money by buying food from supermarkets and eating it in the streets or hotel room. If you run out of money, you know your friend has a visa card and could get some cash to lend you and you would pay it back when you get home.

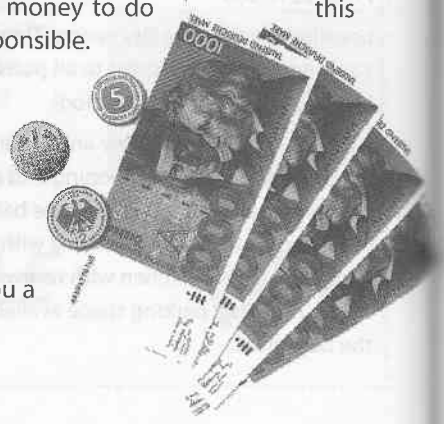
Situation 2: You know that your partner is about to inherit some money from an aunt. You don't know how much it's going to be, but if it's more than £2,000, you would like to go on a trip around the world. You and your partner have been working very hard recently and you still haven't got too many responsibilities, as you are only 25 and live in rented accommodation. You think this will be an opportunity to do something that you will never be able to do again, and you have the rest of your lives to save and spend wisely.

Situation 3: You are the boss of a small design company that makes clothes for shops in the local area. You aren't making a lot of money at the moment because there is a lot of competition, and the money you make is usually invested in new equipment and expansion of the company. You also think one of your staff is stealing, but you are not sure who it is. You've decided to speak to an employee who has worked for you the longest to ask him/her to spy on the others in order to find out who it is.

Student B

Situation 1: You have just started a holiday travelling around Europe with a friend. You have a limited amount of money and you have to spend it wisely. You think that the best idea would be to stay at campsites because they are very good value for money and cheaper than hotels. This way you would have some spare money to spend on eating in local restaurants and buying souvenirs. You don't want to waste your money on hotels. You have a visa card, but you don't want to use it because they charge a lot of commission and you need the money you have in the bank when you get home.

Situation 2: You have just inherited £3,000 from an aunt. Tell your partner and suggest ways of spending the money. You think that you should spend the money wisely and not waste it on things that aren't necessary. You would like to invest a little of it, about £500, and put the rest in the bank in order to start saving to buy a house. You think this is a good time to start thinking about the future. You have never had enough money to do this before and you haven't got time or money to spare as you are 25 and need to be responsible.



Situation 3: You work in a small design company that makes clothes for shops in the local area. You have worked there for a very long time (longer than any other employees) and have earned the same amount of money for the last 5 years. Your boss has asked to see you and you are very pleased because it will give you the opportunity to tell him/her that you would like to earn more money. At the moment, you never have any money to spare at the end of the month and if he doesn't give you a rise, you think it's not worth continuing in the company.

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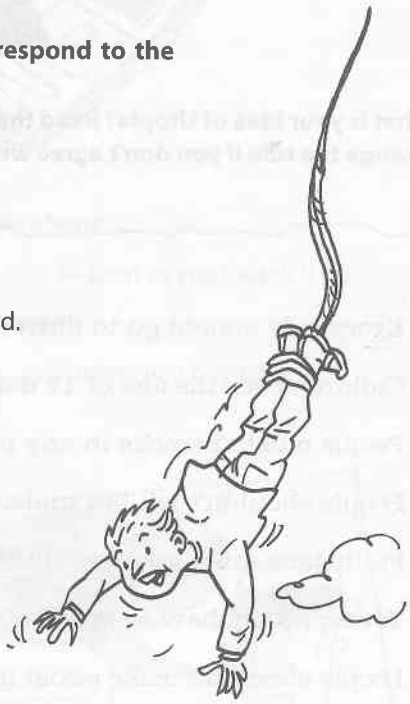
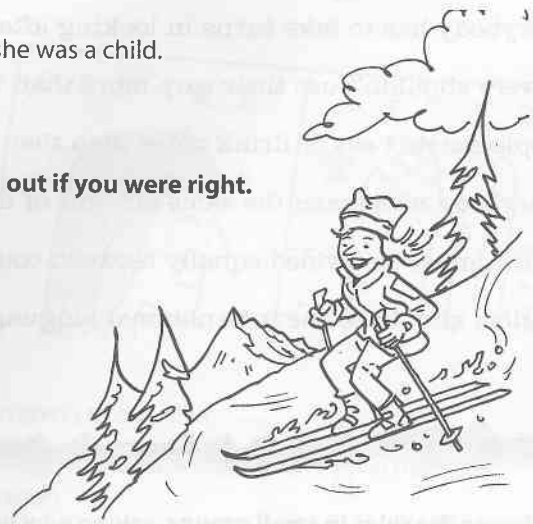
How well do I know my classmates?

Write the name of one or more of your classmates who correspond to the sentences below.



1 _____ doesn't have a very healthy lifestyle.
2 _____ travelled abroad more than 4 times.
3 _____ is feeling quite tired at the moment.
4 _____ can work out what 5% of 175 is in his/her head.
5 _____ has had more than 4 girl/boyfriends.
6 _____ has been to the cinema this week.
7 _____ can ski.
8 _____ studies almost every day.
9 _____ wouldn't like to go bungee jumping,
10 _____ spends his/her money wisely.
11 _____ hasn't got a mobile phone.
12 _____ lives in a big house or flat.
13 _____ is afraid of snakes.
14 _____ would like to live in another country in the future.
15 _____ is ambitious.
16 _____ went to bed early last night.
17 _____ hasn't studied English for more than three years.
18 _____ has met somebody famous.
19 _____ didn't do any sport when he/she was a child.
20 _____ is interested in music.

Ask your classmates using question tags to find out if you were right.



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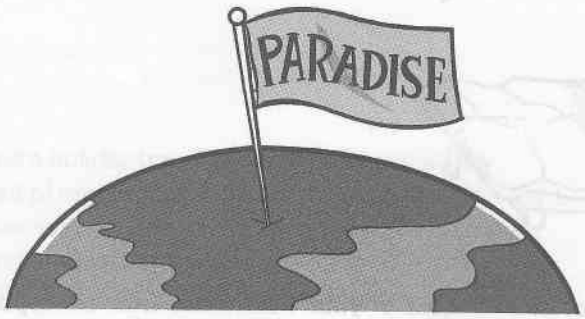
Utopia



What is your idea of Utopia? Read the following rules and put a (✓) if they fit your idea of a perfect world. Change the rule if you don't agree with it.

Everybody should go to university. ❒

Children over the age of 12 don't have to go to school if they don't want to. ❒

People mustn't smoke in any public places. ❒

People shouldn't tell lies under any circumstances. ❒

Politicians must take very difficult exams before they can stand for election. ❒

Young people have to spend at least one year living in a foreign country. ❒

People shouldn't make sexist or racist comments or jokes. ❒

People don't have to pay taxes. ❒

Holidays should be a lot longer than they are now. ❒

Governments shouldn't spend money on weapons. ❒

People don't have to show identification when passing from one country to another. ❒

Factories shouldn't pollute the atmosphere under any circumstances. ❒

Everybody has to take turns in looking after the children and old people in a community. ❒

Drivers shouldn't use their cars more than twice a week. ❒

People mustn't eat or drink more than they need. ❒

Everybody must earn the same amount of money if they work for the same number of hours. ❒

Wealth must be divided equally between countries. ❒

English should be the international language. ❒

Now discuss the rules in small groups, saying why you agree or disagree.

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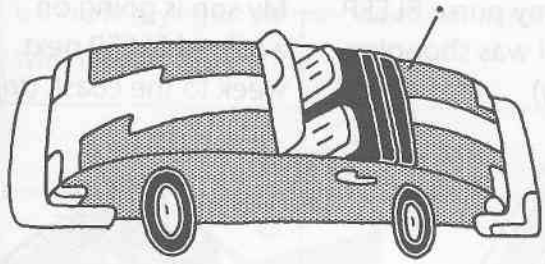
Can I sell you this?

Student A

1



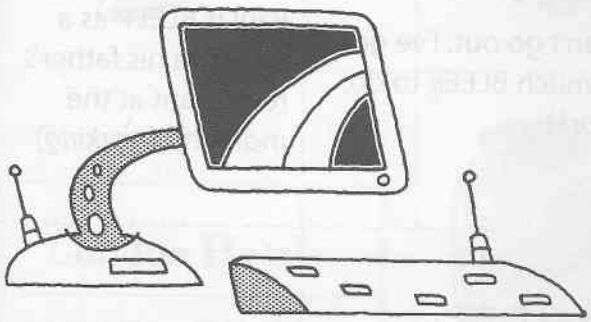
If you buy this car .....

..... as soon as you drive this car.

When you show this car to your friends .....

..... unless you buy this car from me.

2



If you buy this computer .....

..... as soon as you use this computer.

When you compare this computer to other computers .....

..... unless you are fully satisfied.

3

If you book this holiday .....

..... as soon as you arrive at the hotel.

When you are there .....

..... unless you decide today.

Student B

1

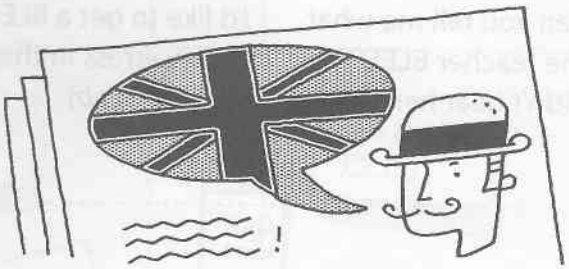
If you buy this mobile phone .....

..... as soon as you switch it on.

When you run out of credit.....

..... unless you buy it today.

2



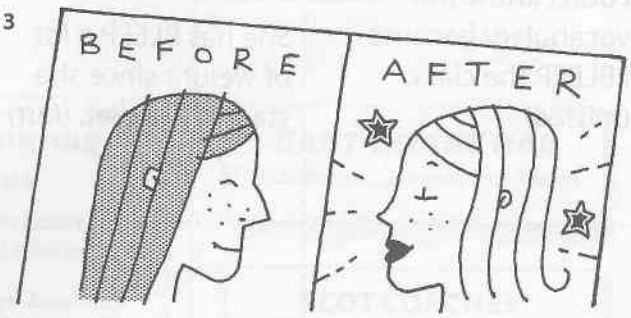
If you do this English course .....

..... as soon as you pay.

When you finish this course .....

..... unless you fail the exam.

3



If you come to our clinic .....

..... as soon as you have the operation.

When you leave the clinic .....

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BLEEP: Which word was that?

Last year I BLEEP to New York on a plane. (*travelled*)	The local bank was BLEEP last weekend. (*robbed*)	I had my purse BLEEP when I was shopping. (*stolen*)	My son is going on a school BLEEP next week to the coast. (*trip*)
BLEEP to other countries makes you more tolerant of other cultures. (*travelling*)	The party I went to was really good BLEEP. (*fun*)	That new comedy was the BLEEP thing I've seen in a long time. (*funniest*)	My teacher BLEEP us to be quiet. (*told*)
Can you tell me what the teacher BLEEP? I didn't hear her. (*said*)	I'd like to get a BLEEP as a waitress in the summer. (*job*)	I can't go out. I've got to much BLEEP to do. (*work*)	Paul is BLEEP as a waiter in his father's restaurant at the moment. (*working*)
The bank normally BLEEP people money to buy a house. (*lend*)	She BLEEP my bike and never gave it back. (*borrowed*)	I never BLEEP my mother's birthday and she gets angry. (*remember*)	Could you BLEEP me to buy some milk later. (*remind*)
I don't know this vocabulary because I BLEEP the class. (*missed*)	She has BLEEP a lot of weight since she started the diet. (*lost*)	BLEEP the truth now or you will be punished. (*tell*)	My father was often away on business BLEEP when I was young. (*trips*)
You can't BLEEP a book without identification. (*borrow*)	That joke really wasn't very BLEEP. I didn't laugh at all. (*funny*)	She BLEEP me her mobile to phone home. (*lent*)	I really BLEEP my family when I go abroad. (*miss*)

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Which would you buy?

Some very similar products often have very different prices. Look at the following adverts with a partner and discuss.

a What are the main differences between the two products?

b Is it worth paying for the most expensive one or would you be wasting your money?

c Which would you buy?

1

2

3

UK FAIRSKYS

London - Tokyo

First Class	£1,000
Economy Class	£550

4

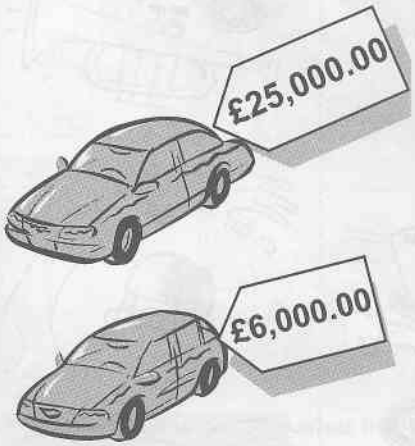
London Hotels

★★★★★	£150 per night
★★★	£85 per night

5

6

7



8

English Language Courses

Universtity of Brainsor
£250 for 40 hours

Brainsor Language Academy
£180 for 40 hours

9

EAST COAST RAIL
Edinburgh – London £65 Return

SCOT COACHES
Edinburgh – London £28 Return

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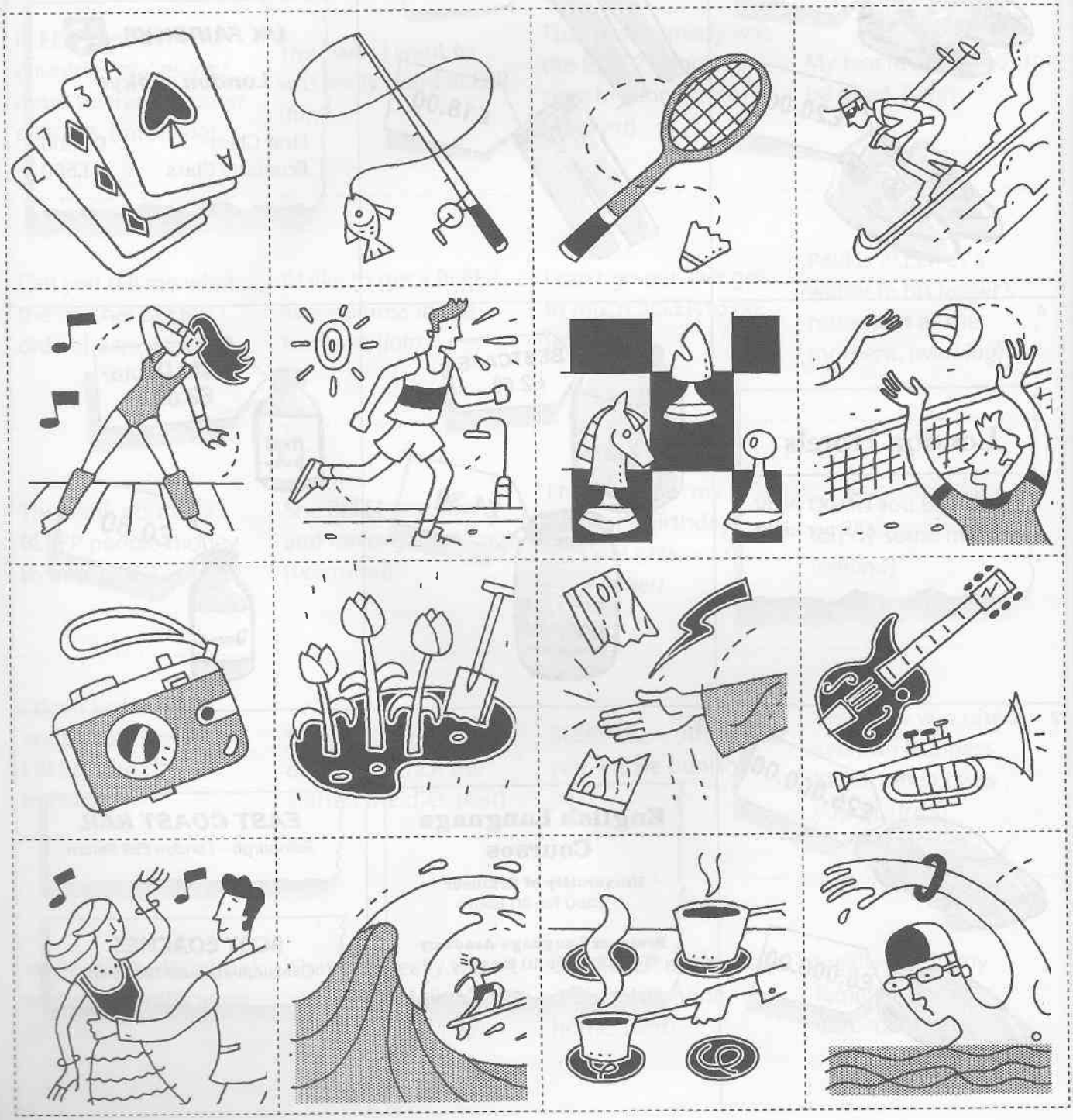
Which leisure activity?

inside/outside	difficult/easy	win the game
special clothes	special equipment	energetic
at home/in a gym/in the street, etc	expensive/cheap	involve a lot of movement
alone/in a team	dangerous/safe	involve water/music/food, etc



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What have they been doing?

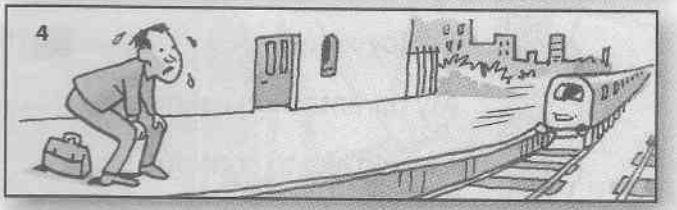
Match the words in the box to the pictures in pairs.

Student A

lift weights/hurt one's back
punish/fight
run/miss the train
make a cake/cook
cut one's finger/chop onions
cry/break one's arm

Student B

garden/find a frog
drop a bucket/clean windows
steal a lot of money/rob a bank
run in the rain/catch a cold
pick a flower/cycle in the countryside
play tennis/win a cup



Now explain with a partner what has been happening and what has happened in each picture using the words from the box.

Has anything similar happened to you? Explain to your partner what happened.

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Find somebody like you

Complete the sentences with a verb in the correct form (gerund or infinitive) so that they are true for you.

NAME: _____

When I was a child I couldn't stand .....

I love ..... at the weekends.

My friends usually help me .....

Recently, I have stopped .....

Next year I want .....

I enjoy ..... during the holidays.

My parents didn't allow me ..... when I was a teenager.

I would like to continue ..... next year.

I expect ..... in the near future.

My teachers at school advised me .....

I'm always forgetting .....

I hate ..... at home.

I remember ..... when I was very little.

At the moment I'm looking forward to .....

I started ..... a few years ago.

Now ask questions to your classmates and find one person who is like you. Write their name next to the sentence.

Could you stand eating lentils when you were a child?

Yes, I could. I loved eating lentils!

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Find the difference

Student A

Find 12 differences between your picture and your partner's picture by asking questions or describing. Use the words in the box.

some (not) any many much a few a couple a little lots of a lot of

Student B

Find 12 differences between your picture and your partner's picture by asking questions or describing. Use the words in the box.

some (not) any many much a few a couple a little lots of a lot of

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What word am I explaining?

Student A

Match the words in the box to the definitions below.

CARPET	FORK	MEDICINE	ELEPHANT	SHARPENER
EGG	JOGGING	DESSERT	PILLOW	CREAM

1 It's a kind of dish that you have after your main course. It's sweet.
2 It's a type of animal that is normally huge, heavy and grey. It can be found in Africa and has a trunk.
3 It's the stuff you put on desserts like strawberries to make it sweeter. It's thick and smooth.
4 It's something English people put on the floor. It comes in different colours and it can be smooth or rough.
5 It's a thing you use for making your pencil pointed at the end so that you can write with it.
6 It's very soft and you use it when you are sleeping for your head.
7 It's a smooth, oval thing that you can eat; fried, boiled or scrambled.
8 It's usually made of metal and it has a narrow handle. You use it for eating, but not cutting.
9 It's a type of sport that you can do anywhere. It's like running but slower.
10 It's stuff that you take when you are feeling ill.

Now read out the definitions to the other team. They score 1 point for each word they guess correctly.

Student B

Match the words in the box to the definitions below.

DUB	CORRIDOR	REMOTE CONTROL	COURT	FEATHER
MOTORWAY	PALACE	FRYING PAN	COLLEAGUE	CHOCOLATE

1 It's a rectangular area where people play tennis or volleyball.
2 It's sweet, brown, sticky stuff that is made from cocoa.
3 It's a very wide road where cars can drive very fast between different cities.
4 It's a thing that they do to films when they change the original language.
5 It's a person who you work with or who has the same profession as you.
6 It's a hard, round thing you can find in the kitchen. It's used for frying things.
7 It's a huge, beautiful building where royal families traditionally lived.
8 It's a narrow space between rooms in a house where you can walk to get from one place to the other.
9 It's very light and soft and it comes from the birds.
10 It's rectangular and made of plastic and it's used for changing the TV channel.

Now read out the definitions to the other team. They score 1 point for each word they guess correctly.

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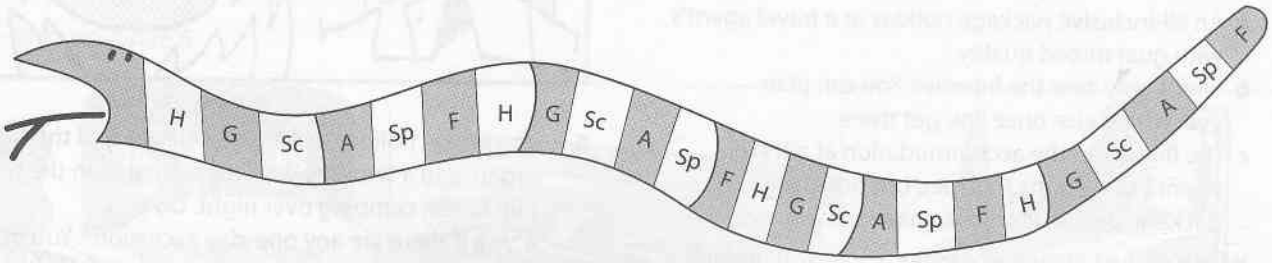
Trivia quiz: How much do you know?

RULES

Choose a square. Listen to the other team's question. If you get it right, you win the square and 1 point, and you can have another turn. If you get it wrong, it's the other team's turn.

The squares are as follows: H=History, G=Geography, Sc=Science, A=The Arts, Sp=Sport, F=Famous People

Score 1 extra point if you get both squares in any one category..



Team A

History

1 Where was Alexander the Great originally from? (*Macedonia*)

2 In which century did the French Revolution take place? (*18th century*)

Geography

1 Which gas makes up 78% of the world's atmosphere? (*nitrogen*)

2 In which two countries can you find Mount Everest? (*China and Nepal*)

Science

1 What is the scientific study of plants called? (*Botany*)

2 Which planet is nearest to the sun? (*Mercury*)

The Arts

1 In which country did the impressionist movement originate? (*France*)

2 Who wrote *Alice in Wonderland*? (*Lewis Carroll*)

Sport

1 What is the most important game of the season in American football? (*Superbowl*)

2 When was the first world cup held? (*1930*)

Famous people

1 Which Greek philosopher lived between 384 and 322 BC? (*Aristotle*)

2 Which Swedish actress starred in *Casablanca*? (*Ingrid Bergman*)

Team B

History

1 Which civilization, the Maya or the Aztec, is the oldest? (*the Maya civilization*)

2 In which century did the Russian Revolution take place? (*20th century*)

Geography

1 Which is the largest continent in the world? (*Asia*)

2 At what distance from the Equator can you find the tropics? (*23.5 degrees*)

Science

1 What is the chemical symbol for magnesium? (*Mg*)

2 In which year did an American team of astronauts first land on the moon? (*1969*)

The Arts

1 What is a 'fresco'? (*painting directly painted on a wall*)

2 Which Jane Austen book was made into a film starring Emma Thompson? (*Sense and Sensibility*)

Sport

1 When were the first modern Olympic Games held? (*1896*)

2 Which country won the World Cup in 1958, 1962 and 1970? (*Brazil*)

Famous people

1 Where was the revolutionary Che Guevara from? (*Argentina*)

2 What was Einstein's first name? (*Albert*)

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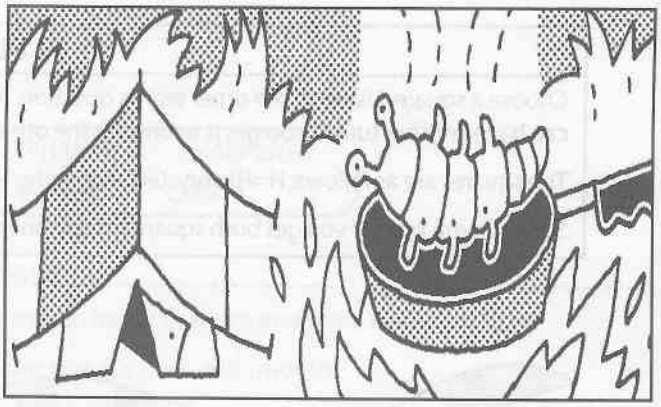
Are you an adventurous holiday-maker?

Ask and answer the following questions with a partner.



1 Where do you normally choose to go on a holiday?
- **a** To a different country every year so that you can experience lots of different cultures.
- **b** To the same place every year. New sensations are not for you.
- **c** It depends. Sometimes to a place you already know and sometimes somewhere new.

2 What and how do you usually book?
- **a** An all-inclusive package holiday at a travel agent's with guaranteed quality.
- **b** Flight only over the Internet. You can plan everything else once you get there.
- **c** The flight and the accommodation at a travel agent's or over the Internet, but not always a package deal as it's nice to have some freedom.

3 Which of the following beaches would you prefer?
- **a** You don't like the beach. The hotel swimming pool is much warmer, safer and has waiter service.
- **b** Not too busy, but near the hotel, shops and cafés so that you can get drinks or food to eat when you want.
- **c** One that you can't get to by car, so there are normally no other people there.

4 What do you think about the food when you go abroad?
- **a** You try some of it, but nothing too strange. It depends really what it is.
- **b** You never try any of it. Better to eat the hotel food or take it with you from home.
- **c** You'd try anything; fried insects, spicy curries, strange animals. It's all part of the experience.

5 You meet a local couple on holiday abroad who suggest you go with them to explore the area. What do you decide?
- **a** No way. You're staying in the hotel complex. You never know what's out there.
- **b** You think twice about it. It would probably be better to hire a car and go alone. You don't really know what this couple is like.
- **c** Jump at the chance. Local people always show you the most interesting sights and landmarks.

6 You are on holiday in Central America and the hotel is organising a two-day walking excursion in the tropical rain forest, camping over night. Do you?
- **a** Ask if there are any one-day excursions. You quite like the idea, but feel afraid about sleeping in the rain forest.
- **b** Put your name down immediately. It sounds great!
- **c** Think 'I can't imagine anything worse'.

7 You arrive at your holiday destination and are informed that there has been a political crisis and the government of the country can't guarantee the safety of tourists. What do you do?
- **a** Ignore it. You've paid for the holiday and you are going to stay.
- **b** Stay, but worry and watch the news. If things get any worse, you will leave.
- **c** Get the next flight home.

8 Your friend has won a round-the-world air ticket for two and asks you to accompany her. You know you haven't got a lot of spending money, so you will need to be careful.
- **a** Pack your bags straight away and go camp at your friend's in case she changes her mind.
- **b** Sit down and calculate exactly how much money you've got and then make a decision.
- **c** Decide not to go. There are lots of countries you don't want to visit and especially without much money.

Results

1 a3 b1 c2 2 a1 b3 c2 3 a1 b2 c3 4 a2 b1 c3
5 a1 b2 c3 6 a2 b3 c1 7 a3 b2 c1 8 a3 b2 c1

8–13

You really aren't very adventurous when it comes to holidays, are you? Maybe you are right to worry about some of the risks you face when away from home, but relax a little. If not, then you should probably just stick to package holidays in your own country.

14–19

Well, there is some spirit of adventure in you somewhere, although you don't do things without thinking about them first. You probably enjoy different types of holidays and you probably have a lot of fun too without getting yourself into dangerous situations.

20–24

Rainforests, wild animals, political crises, nothing worries you, does it? Holidays are about adventures, new sensations, excitement and anything else that is on offer. Just remember, however, not all adventures are safe and there is life after the holiday!

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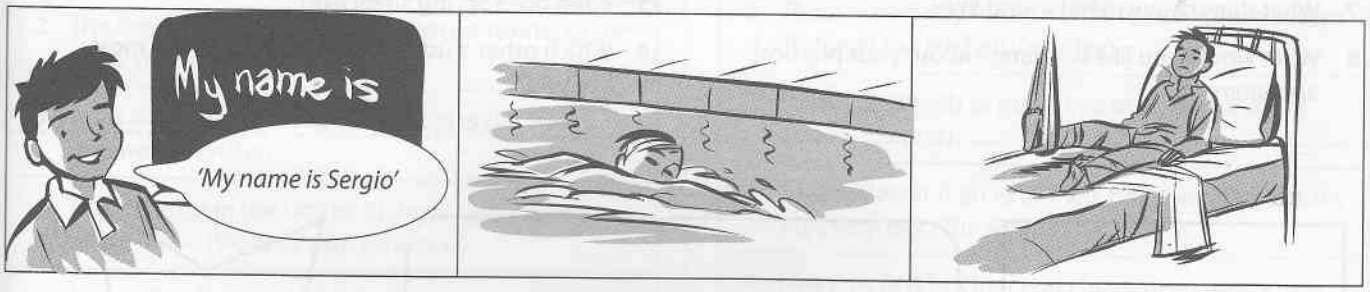
Are you lying to me?

MOVE HOUSE	HAVE A JOB	LEARN TO SWIM
TRAVEL ABROAD	LEARN TO DRIVE	HAVE A BOYFRIEND/GIRLFRIEND
STAY OVERNIGHT IN HOSPITAL	STUDY A FOREIGN LANGUAGE	LEARN TO PLAY A MUSICAL INSTRUMENT

Match the expressions in the box above to the pictures below.

By the time you were 6



By the time you were 11

By the time you were 18

Now choose 1 picture from each row and put a X through it. Don't show your partner!
Ask your partner about the activities above. Ask follow-up questions to guess if he or she is telling the truth.

'Had you studied a foreign language by the time you were 6?'

'French.'

'What language was it?'

'Yes, I had.'

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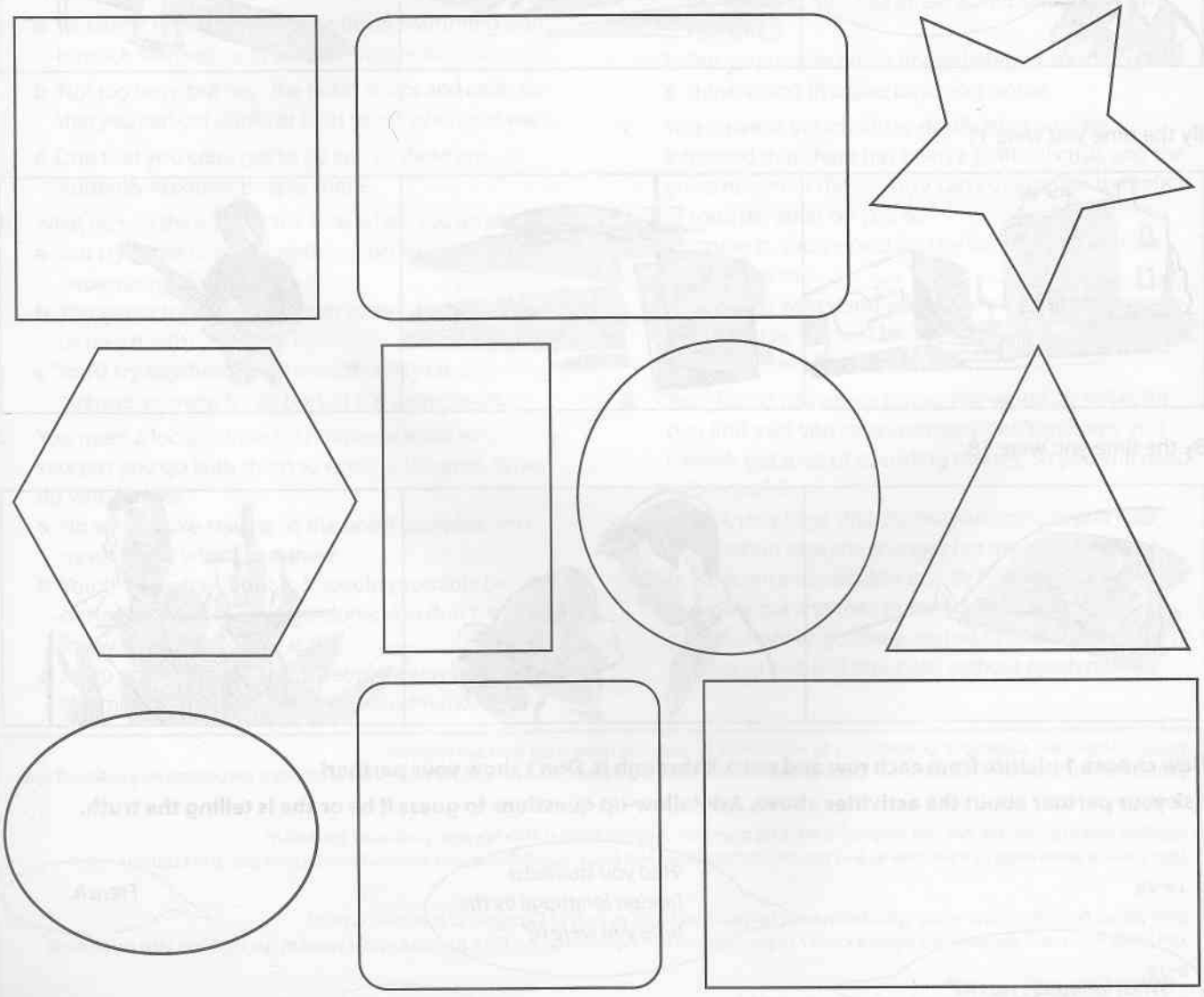
What question was that?

Write short answers to ten of the following questions in the shapes below. Don't do it in order.

1 What food do you like the most?
2 Which country would you like to visit in the future?
3 Who do you look like the most in your family?
4 What's the weather like today?
5 What does curry taste like?
6 What do you like doing in your free time?
7 What does heavy metal sound like?
8 What would you like to change about your physical appearance?
9 What is London like?
10 What does Britney Spears look like?
11 What kind of TV programmes do you like?
12 What jobs around the house don't you like doing?
13 What was the last film you saw like?
14 Where would you like to live in the future?
15 What does Spring smell like?
16 Which other student in the class looks the most like you?



Look at your partner's answers and guess the question.

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The article race

Student A

Correct your partner's sentences, which all contain a grammar mistake. If you get it wrong, you miss a turn.

START
1 I went to shop where I bought the book and spoke to a shop assistant about changing it. (*the shop*)
2 The boy who sits next to me is fastest runner in the class. (*the fastest*)
3 I was standing on bridge that crosses the River Thames. (*a bridge*)
4 The violence in the United States is getting worse all the time. (*Violence with no article*)
5 My brother lives in a big house in south of France. (*the south of France*)
6 I had the dinner in a small restaurant in the centre of the city. (*dinner with no article*)
7 Swedish are usually very fair and quite tall. (*The Swedish*)
8 The last weekend we went to the countryside to camp. (*Last weekend with no article*)
9 I had a apple and a banana after lunch. (*an apple*)
10 There's boy in my class who I don't really like. He's a history student. (*a boy*)
11 We stayed in a small hotel in the southern Italy. (*southern Italy with no article*)
12 I like the music she played at the beginning of night but not at the end. (*the night*)
13 I was chased by dog on my way home from school. (*a dog*)
14 It's possible to swim in Mediterranean sea even in winter. (*the Mediterranean*)
15 I went shopping on bus but I got a taxi to get back home again. (*the bus*)
FINISH

Student B

Correct your partner's sentences, which all contain a grammar mistake. If you get it wrong, you miss a turn.

START
1 Himalayas are a mountain range in Asia. (*The Himalayas*)
2 There wasn't any furniture in the new house except fridge in the kitchen. (*a fridge*)
3 I'd like to get job as nurse in a big hospital in the future. (*a nurse*)
4 Sahara desert is an extremely hot and dry place. It's also very big. (*The Sahara*)
5 I met my first boyfriend at club when I was on holiday in the south of France. (*a club*)
6 I love the dancing, especially when I go out to a club with my friends. (*dancing with no article*)
7 Last night I saw ghost, but it wasn't the same ghost as I saw the night before. (*a ghost*)
8 President of the United States is probably the most powerful person in the world. (*The President*)
9 The River Seine runs through centre of Paris and it's very important to the city. (*the centre*)
10 The travel makes people more tolerant and open-minded. (*Travel with no article*)
11 I'm going to play a tennis match with my cousin the next weekend. (*next weekend with no article*)
12 She was the stronger than the others so she won the game. (*stronger with no article*)
13 We study at very old university which has a very good academic tradition. (*a very old*)
14 When I want a break from work I take a few days to go to coast and relax. (*the coast*)
15 Jamaica is in West Indies. I went there for a few weeks on holiday last year. (*the West Indies*)
FINISH

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Getting information

1

Find out how your classmates get around town. Do they always do the same thing?

2

Find out if your classmates think their English is getting better. In what way specifically?

3

Find out when was the last time your classmates got ill and what the problem was.

4

Find out what your classmates normally do as soon as they get home in the evening or at night.

5

Find out who your classmates get on with in their family and why?

6

Find out at what time of day your classmates usually get hungry.

7

Find out how often your classmates get a taxi. Why do they get a taxi on these occasions?

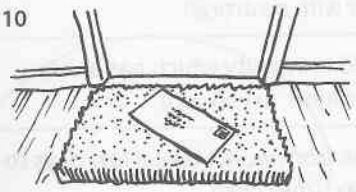
8

Find out how many of your classmates think they will get married (again) in the future. If not, why not?

9

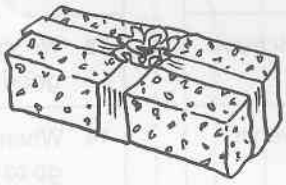
Find out how many of your classmates have got lost at some time in their lives. Ask where and when this happened.

10



Find out how many of your classmates have got something in the post this week. Find out what it was.

11



Find out what was the best present that your classmates have ever got. Find out who it was from and why they got it.

12

Find out how long it takes your classmates to get ready in the morning. And to go out on a special occasion?

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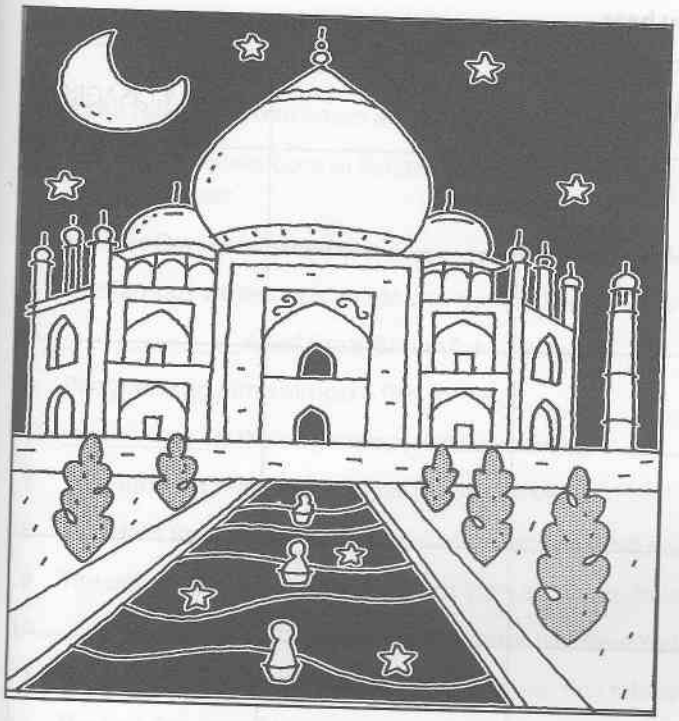
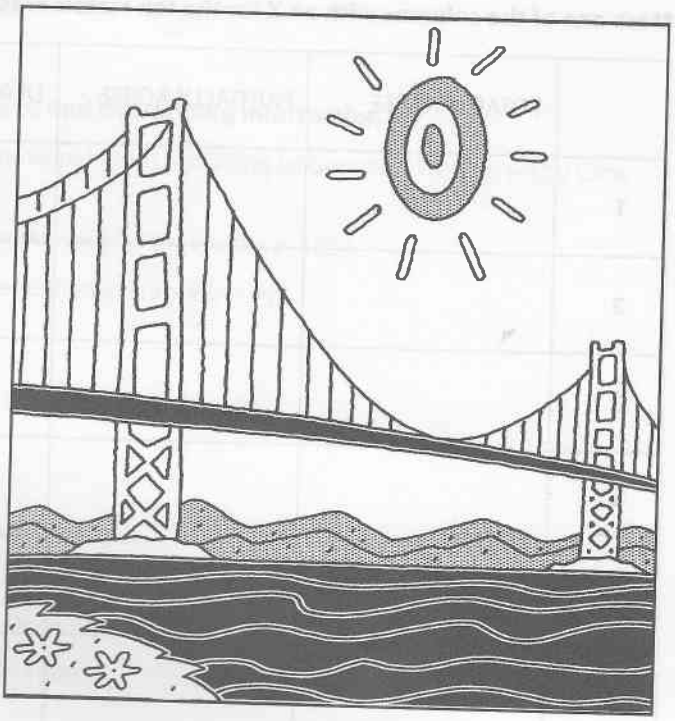
Around the world tourism quiz





Answer the questions in your teams.

1 Where would you go if you wanted to see one of the world's most important international Film, Music, Theatre and Fringe Festivals in August?

2 Which city do you need to visit if you want to cross the Golden Gate suspension bridge?

3 If you were travelling around the Alps, which 6 countries might you be in?

4 Which country would you have to visit to see the ruins of the great Inca city, Machu Picchu?

5 If you were sightseeing in the capital city of Wellington, which country would you be in?

6 On which border are the Niagara Falls, one of the world's most spectacular waterfalls, situated?

7 Which two South America countries could you visit in order to explore the Patagonia desert?

8 In which ocean can you find Christmas Island?

9 Which city would you have to visit to go to the Prado art gallery?

10 What ruined temple is Athens famous for?

11 In which city can you simply cross a river and travel between two continents?

12 In which country can you see the beautiful Lake Geneva?

13 In which city can you find the remarkable landmark, the Alhambra Palace?

14 In which European capital city could you enjoy a traditional pint of Guinness?

15 In which country would you be if you were looking at a palace called the Taj Mahal?

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Educational issues: agree/disagree

Mark one of the columns with an X for the ten statements you hear.

	TOTALLY AGREE	PARTIALLY AGREE	DEPENDS	PARTIALLY DISAGREE	TOTALLY DISAGREE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Statements

1 You should always plan first what you are going to say in English in order to avoid making mistakes when you speak.
2 Governments should spend more money on scientific research.
3 Everybody should be given the opportunity to do a university degree.
4 Some subjects like religion or physical education should never be obligatory.
5 It's a good idea to take a sabbatical year after graduating from university and before looking for a job.
6 If a student always gets good marks it shows that he or she is intelligent.
7 It is better to evaluate students on coursework and participation in class rather than make them do exams.
8 When you take notes, you should try to write down everything the teacher says.
9 Students learn more when they go to small classes or tutorials rather than when they attend big lectures.
10 The best way of making progress in a language is to live in a country where it is spoken.

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Fact or fiction?

Student A

Read the following sentences and think of a question to ask to find the missing information.

1 Pablo Picasso was born in Barcelona and painted many famous paintings including *La Guernica*, *Woman with a Crow* and *Sunflowers*.

2 Charles Darwin was born in _____ in 1809 and wrote *On the origin of the species* in 1859.

3 The famous writer Oscar Wilde was born in Dublin in 1905 and died in France in 1949.

4 _____ ruled Great Britain for 40 years.

5 Penguins can jump almost 6 feet in the air.

6 _____ is the only animal with four knees.

7 The Hundred Years war actually lasted 200 years.

8 President Roosevelt was extremely superstitious and never _____ on a Friday.

9 The only nation whose name begins with an 'A', but doesn't end in an 'A' is Afghanistan.

10 _____ shot and killed John Lennon in New York in December 1980.

11 The original version of the film *King Kong* was first released in 1949.

12 The first *Star Wars* film was released in 1987 and won _____.

Now guess with your partner which 6 sentences are false.

Student B

Read the following sentences and think of a question to ask to find the missing information.

1 _____ was born in Barcelona and painted many famous paintings including *La Guernica*, *Woman with a Crow* and *Sunflowers*.

2 Charles Darwin was born in England in 1809 and wrote *On the origin of the species* in 1859.

3 The famous writer Oscar Wilde was born in Dublin in 1905 and died in France in _____.

4 Queen Victoria ruled Great Britain for 40 years.

5 Penguins can _____ almost 6 feet in the air.

6 The elephant is the only animal with four knees.

7 _____ actually lasted 200 years.

8 President Roosevelt was extremely superstitious and never started a journey on a Friday.

9 The only nation whose name begins with an 'A', but doesn't end in an 'A' is _____.

10 Mark David Chapman shot and killed John Lennon in New York in December 1980.

11 _____ was first released in 1949.

12 The first *Star Wars* film was released in 1987 and won 6 Oscars.

Now guess with your partner which 6 sentences are false.

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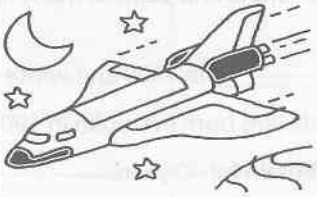
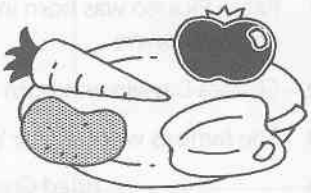
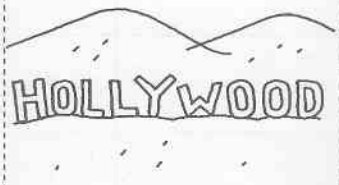
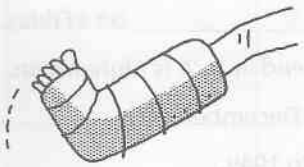
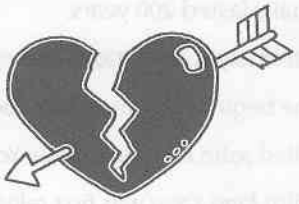
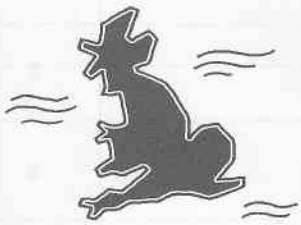
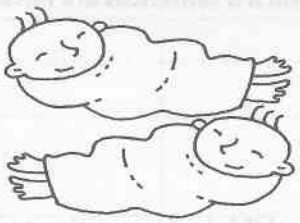
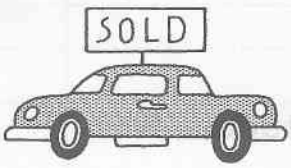
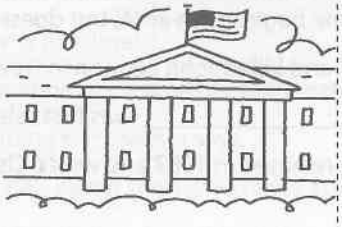
What's happened to me?

You've just graduated from university. 	You've just become an ecologist. 	You're an astronaut and you've just flown into space. 	You've just become a vegetarian. 
You've just started going out with a famous actor/ actress. 	You've just broken your leg. 	You've just got divorced. 	You started body building at the gym.
You've moved to England. 	You've started smoking. 	You've just had twins. 	You've just sold your car. 
You've started meditating and doing yoga. 	You've just bought your first mobile phone. 	You've just retired. 	You've started work in a nightclub.
You've won the lottery. 	You've learned to speak English very well. 	You've been elected President of the USA. 	You've just started a diet.

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How many people ...?

Find out how many people in the class

a can speak more than two languages. (*Ask which*)

b can't drive a car. (*Ask why they haven't learned*)

Find out how many people in the class

a could use a computer as a small child. (*Ask when and how they learned*)

b couldn't see their relatives very often as a child. (*Ask why*)

Find out how many people in the class

a managed to achieve an important objective last year. (*Ask what*)

b didn't manage to get up at the time they planned this morning. (*Ask why*)

Find out how many people in the class

a were able to pass all their exams at school. (*Ask how*)

b weren't able to do everything they wanted to do yesterday. (*Ask what they didn't do*)

Find out how many people in the class

a can tell a joke in English. (*Ask which one*)

b can't eat a certain kind of food. (*Ask which and why*)

Find out how many people in the class

a could ski when they were a child. (*Ask where they learned*)

b couldn't understand a school subject at all. (*Ask which*)

Find out how many people in the class

a were able to meet somebody famous when they were growing up. (*Ask who*)

b weren't able to do everything they wanted as a teenager. (*Ask what*)

Find out how many people in the class

a managed to save some money last year. (*Ask how*)

b didn't manage to do their last piece of English homework. (*Ask why*)

Find out how many people in the class

a can lose weight easily. (*Ask how*)

b can't see their friends as much as they would like at the weekends. (*Ask why*)

Find out how many people in the class

a were able to travel abroad a lot as a child. (*Ask why*)

b weren't able to do sport when they were at secondary/any school. (*Ask why*)

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All about learning and knowing

Student A

Replace the underlined expression(s) with an appropriate idiom in the correct form. Make other changes if necessary.

1 Are there any people that you know very well? Why do you think this is?

2 When travelling abroad, have you ever learned any foreign words by chance? Do you still remember them? What were they and what did they mean?

3 When you were a child, did you use to help your parents to do things around the house? What things did you do and do you think you learnt a lot from this experience?

4 If you were in an exam and you had no idea of the answer, would you invent an answer without thinking about it too much? Have you done this often? Were you successful?

5 What things would you like to study again in order to remember better? How could you do this?

6 If you have no idea about how to say something in English when you are in class, what do you do? What would you do if you were in an English speaking country?

Student B

Replace the underlined expression(s) with an appropriate idiom in the correct form. Make other changes if necessary.

1 When you were at school, which subject did you not know anything about? Why was this?

2 Who normally helps you if you have problems doing your homework? Do you ever help anybody else with their homework?

3 Have you ever read a lot of books? Do you think children tend to read a lot of books these days?

4 Do you think it's better to memorise things before an exam? Does it depend on the subject you are studying?

5 If you were in a job interview and the interviewer asked you a question you didn't know the answer to, would you invent the answer without thinking? Why is this a bit risky?

6 Do you think the teacher's favourite student is always one of the most intelligent people in the class? What other characteristics do teachers really like?

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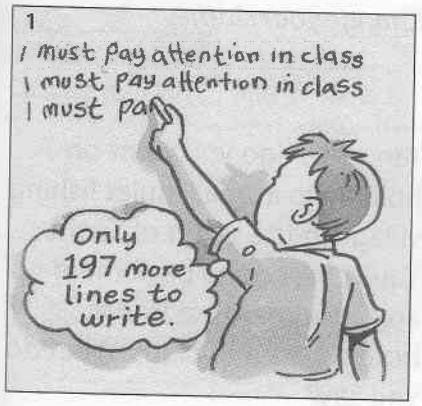
Those were the days!

Match the expressions from the box with the pictures.

GET GOOD MARKS	DO RESEARCH IN SCIENCE	HAVE STRICT, FRIGHTENING TEACHERS
WEAR UNIFORMS	WORK IN GROUPS	GO ON SCHOOL TRIPS
HAVE (HORRIBLE) SCHOOL DINNERS	PLAY SPORTS	BE PUNISHED

1



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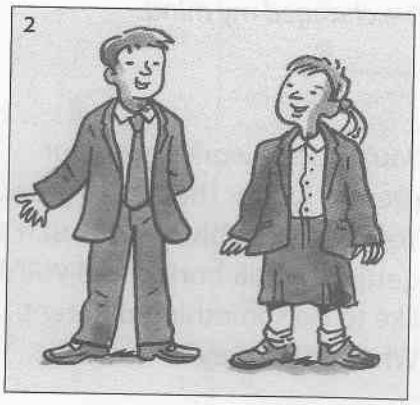

3

4

5

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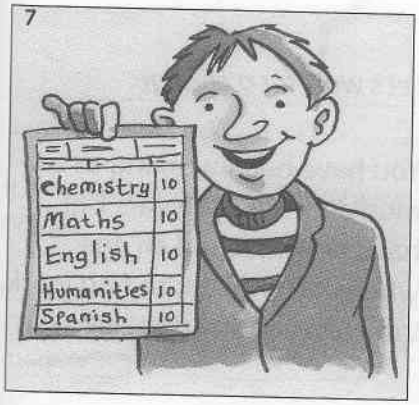

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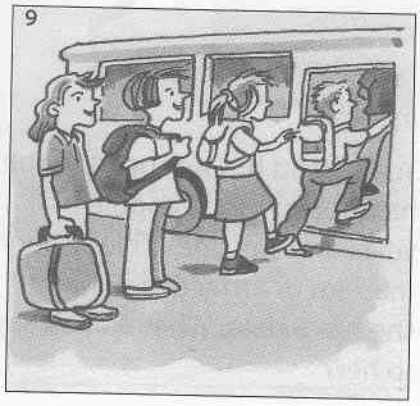

Talk in small groups about the pictures in relation to your school days. Did you have a similar experience? In what way was it similar and in what way was it different?

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Guess the change expression

You agreed to meet your friend this afternoon at 6 o'clock, but now you can't arrive until 7. You phone her to see if you can come to a different agreement. What do you say? *Can we change the arrangement?*	You're in a restaurant and you've just told the waiter that you want soup for starters. Now, you suddenly think that you'd prefer salad. What do you say to the waiter? *I've changed my mind.*	You went out for a walk on a sunny day and suddenly it began raining very heavily. What should you do when you get home? *Change your clothes.*
You are living in England and all winter it has been very cold, cloudy and it has rained a lot. One morning you wake up and it's sunny and warm. What do you say? *That makes a (nice) change!*	You've been working in your present job for the last 10 years. You're reasonably happy but it's getting a little boring and you'd like to do something different. What do you say? *It's time for a change.*	Ten years ago you went on holiday to a small, quiet fishing village in the south of Spain. You've just gone back there and now there are lots of hotels, bars and clubs. What do you say? *There have been some major changes.*
You've just got off the plane in a foreign country and you realise that you haven't brought any of the local currency. You only have money from your country. What do you need to do? *You need to change some money.*	You're in a café with some friends and one of them starts talking about love problems. You know that your other friend has just broken up with her boyfriend and it's not a good idea to talk about this. What do you need to do? *You need to change the subject.*	Everyday you go to work with a friend by car. It's not very far and you'd really like to get a bit more exercise. What do you say to your friend? *Let's walk for a change.*
Your friend has not been to the hairdresser's for a couple of years and she doesn't look very modern or attractive. Tonight she has a date. What do you say to her? *You should change your hairstyle.*	You work in an office with a lot of other people. One day you discover that somebody has been using your computer and looking at your personal files. What do you need to do? *You need to change your password.*	You have been working as a model for several years but have now reached an age where it is difficult to find work. What do you need to do? *You need to change your career.*

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In what circumstances would you?

RULES

Put your counters on start. Throw the dice and move. Talk about circumstances in which you will or would do the thing written in the square. On the ? square, listen to the sentence another classmate says and say if it is right or wrong. If it's wrong correct it. If you don't do this correctly, miss a turn.

START	Have cosmetic surgery	Get angry with your teacher	?	Leave a restaurant without paying	?
Change your job	Stay at home all next weekend	?	Fail your English exam	Lie to your best friend	Steal from a shop
Lend a lot of money to a friend	?	Hitchhike	Sleep in the street	Not eat for a whole day	?
?	Kiss one of your classmates	Cheat in a game	Start studying another language	?	Hit somebody
Break a window	Stay up all night	?	Become a vegetarian	Commit a crime	Do a striptease
Go on holiday abroad	?	Cry	Appear on TV	?	FINISH

If am tired, I'd go to bed. (✘) (*If I were or was*)	If I could, I'd travel the world. (✓)	If they would be quiet, we could continue. (✘) (*If they were*)
Peter would play better if he practised more. (✓)	You'll get a good mark if you studied. (✘) (*You would*)	People might be happier if they had more money. (✓)
If she might see him, she'll tell him. (✘) (*If she sees him*)	I'd lend him a pen if I had another. (✓)	If I can drive, I'd buy a car. (✘) (*If I could drive*)

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Adverb bingo

QUIETLY	CAREFULLY	USUALLY	PROBABLY
REALLY	COMPLETELY	SURPRISINGLY	ACTUALLY
WELL	QUICKLY	HARD	GENTLY
UNFORTUNATELY	DEFINITELY	HARDLY EVER	BASICALLY

1 I (really/definitely) want to see Peter tonight. There's something important I need to tell him.
2 She did the exam very (well) and the teacher gave her a good mark.
3 I (hardly ever) see my family as they live in another country.
4 She drives very (carefully). She's never had an accident.
5 I (usually) have a piece of toast for breakfast. In fact, every day during the week, but at weekends I have something else.
6 She was (completely) exhausted after walking all day in the countryside.
7 If you work (hard), you should pass all your exams without any problems.
8 She speaks very (quietly) and it's very difficult to hear what she's saying.
9 (Surprisingly), the worst student in the class got the best mark.
10 We'll (probably) arrive around 6 o'clock but I can't be sure.
11 Peter said it started at 6, but (actually) it starts at 6.15.
12 If we walk (quickly) we should get there on time.
13 If you touch the animals (gently/carefully), they won't hurt you.
14 (Unfortunately), I said something that I shouldn't have said and my friend felt very upset.
15 (Basically), all you need to do is bring some warm clothes and a packed lunch.

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What could have been different?

Student A

1 You are the parent of a teenager. Recently you have been having problems with him/her because he/she has not been studying very hard and failed most of the end of term exams. He/she asked for permission to go to a concert with friends last week and you said no because you were angry, but he/she went anyway. Now you have decided to tell your son/daughter that as a punishment, he/she cannot go out for the next two weeks.

2 You and your partner have just bought a new flat. You wanted to buy a smaller place because you thought that you wouldn't be able to afford the mortgage on the place you've actually bought but your partner convinced you. You also wanted a new car and spent a lot of money on that and your partner spent a lot of money on a holiday with his/her friends. You now have serious money problems and need to discuss the situation with your partner.

3 You used to have a very good relationship with your neighbour but now you are having problems. She/he used to come round to your house to chat but then she/he started gossiping with other neighbours about you, so you got a little angry. You had a party last week and didn't invite your neighbour, and he/she called the police because of the noise. Now you play your music very loud on purpose to annoy your neighbour. She/he comes to complain. Discuss your problems.

Student B

1 You are a teenager. You have been having problems with you mother/father recently. You have failed a lot of exams but you found it difficult to study because it was always so noisy in the house. The exams were also very difficult and your teachers were not very good at explaining. You went to a concert with your friends last week although your mother/father had said you couldn't go, but he/she didn't listen to you when you tried to talk about the matter. Now, you are going to be punished.

2 You and your partner have just bought a big, new flat and you now have money problems because you can't afford the mortgage. You know that your partner wasn't happy about buying the flat you bought, but he/she didn't talk to you about why. He/she also spent a lot of money on a new car when you thought that it wasn't necessary. You spent a lot of money on a holiday with your friends because you were angry about the car. You now have to discuss the situation.

3 You used to have a very good relationship with your neighbour but now you are having problems. You used to go to her/his house to chat but then he/she got angry. You think it's because you talked to other neighbours about your conversations but she/he didn't tell you that they were secret. He/she had a party and didn't invite you so you called the police because of the noise. Now he/she plays loud music all the time and you decide to go and talk about the problems.

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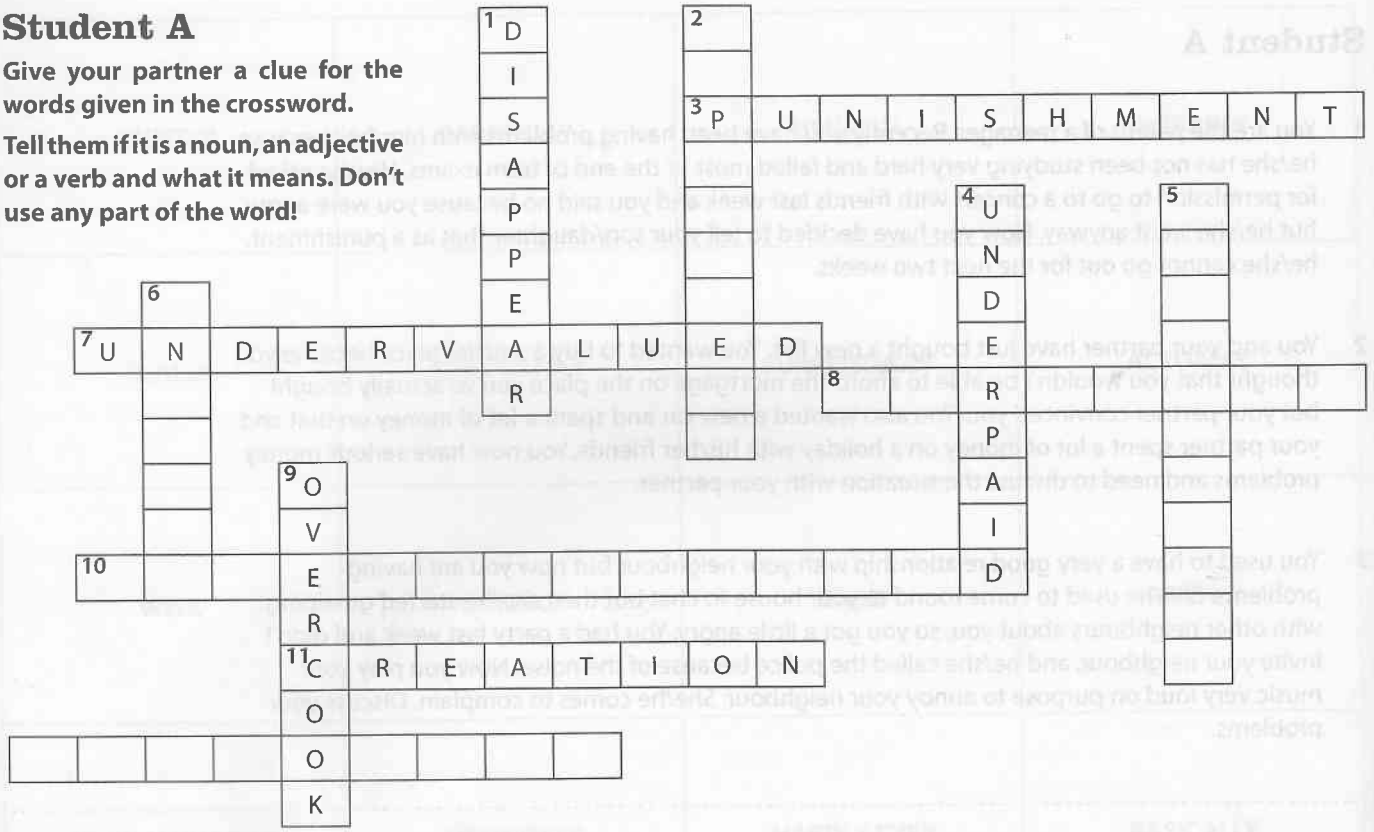
Word building crossword

Student A

Give your partner a clue for the words given in the crossword.

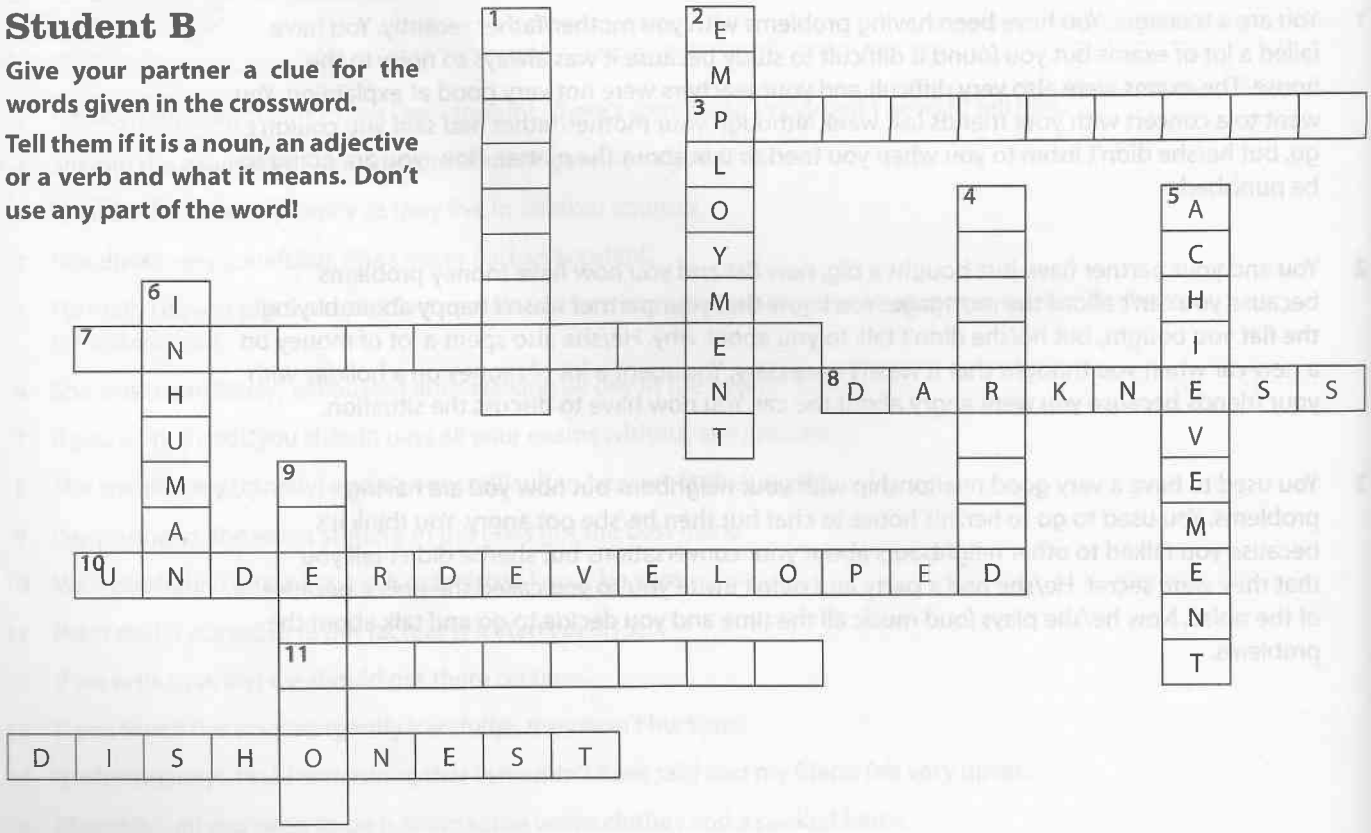
Tell them if it is a noun, an adjective or a verb and what it means. Don't use any part of the word!



Student B

Give your partner a clue for the words given in the crossword.

Tell them if it is a noun, an adjective or a verb and what it means. Don't use any part of the word!



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A change for the better?

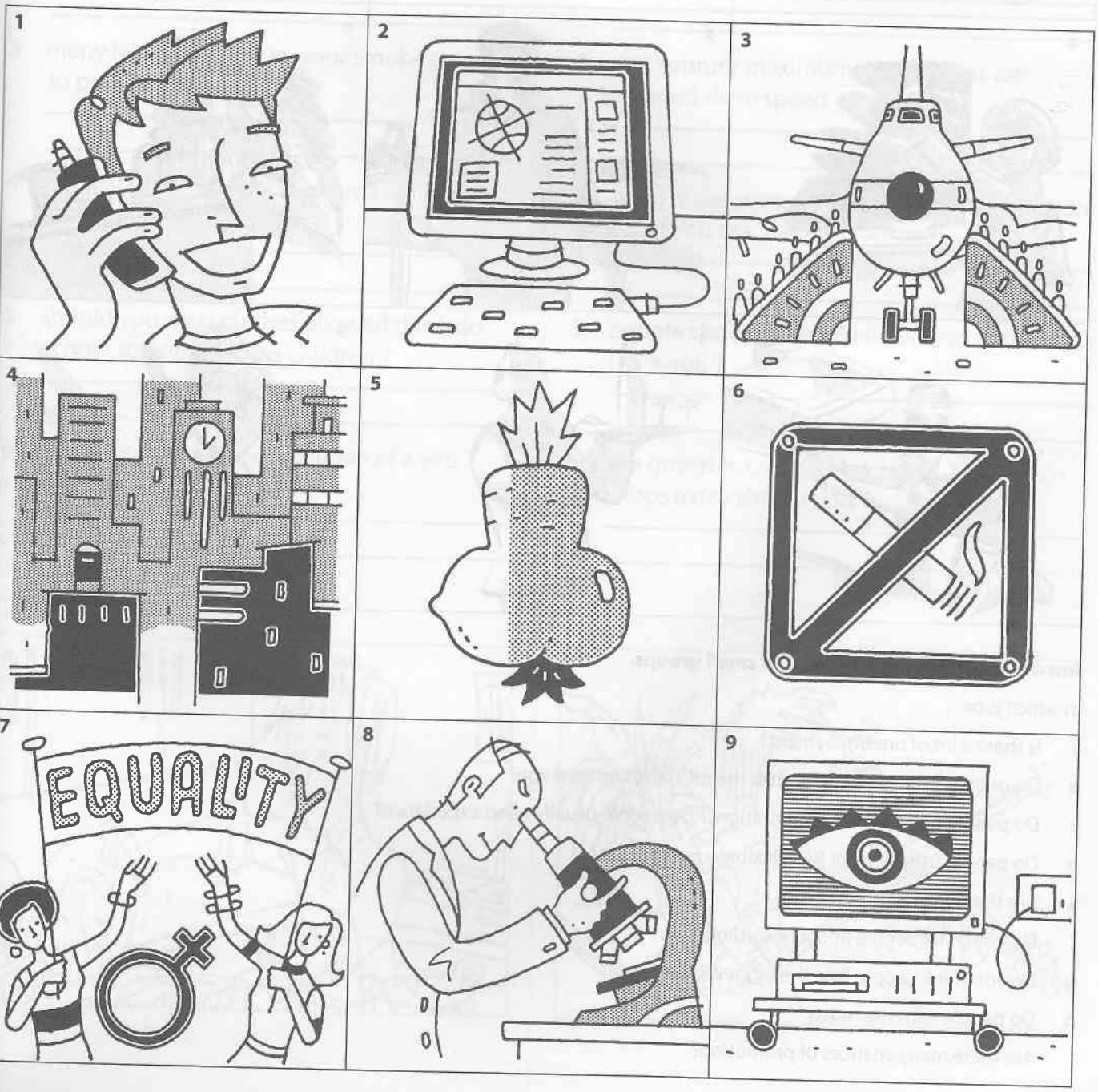
Look at the following pictures and discuss in pairs.

a What can you see? Match the words in the box.

b What type of changes have these things caused in our society?

c Are there any negative consequences of these changes?

REALITY TV	INTERNET	FEMINIST MOVEMENT
MASS AIR TRAVEL	SKYSCRAPERS	GENETICALLY MODIFIED FOOD
EMBRYONIC RESEARCH	MOBILE PHONES	INCREASE IN NO SMOKING AREAS



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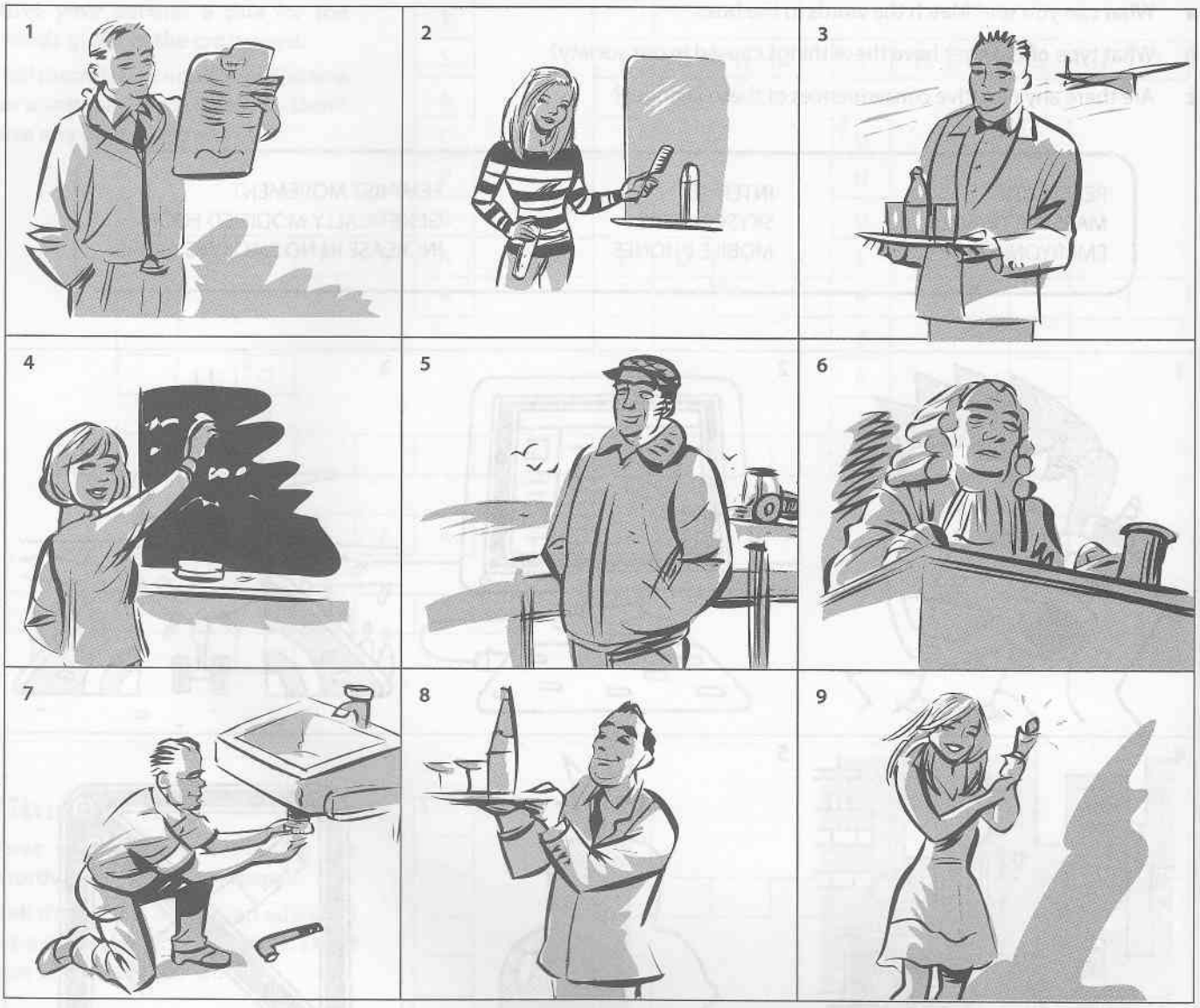
Perks and promotions

What jobs can you see in the pictures below?



Answer the following questions in small groups.

In which jobs …

a Is there a lot of unemployment?

b Do people sometimes work after the official retirement age?

c Do people need a lot of qualifications? Do people usually need experience?

d Do people usually work 9–5, flexitime or overtime?

e Are there a lot of perks?

f Do you think people find it rewarding?

g Do you think people face the biggest challenges?

h Do people earn the most?

i Are there many chances of promotion?

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Jumbled questions

Student A

Order the following words to make questions.

1 help your teenager parents housework did were a you the make you when with ?

2 go late parents did were 15 you your let you when out ?

3 many in allowed places your smoke are you to public country in ?

4 politician would taxes if you make higher people you were a pay ?

5 should you wear clothes allowed think do school to normal to be children ?

6 let go would teenager 16 alone of a you holiday on ?

Student B

Order the following words to make questions.

1 activities did child make were when your extra-curricular do you parents you a any ?

2 were let child did parents a when up stay late you your you ?

3 the country maximum what your is are allowed drive speed you in to ?

4 were make students if you would a exams do lot of you teacher a ?

5 people should vote 16 allowed do at to be think you ?

6 the government do think hours 24 let open shops a day should you ?

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Find someone who ... and report back!!

	NAME	EXTRA INFO
1 went to the cinema last week. (*Ask what they saw and their opinion*)		
2 has been ill this year. (*Ask what the illness was*)		
3 is going away next weekend. (*Ask where*)		
4 thinks they will be rich one day. (*Ask why*)		
5 is afraid of some kind of animal. (*Ask which*)		
6 is going to do something exciting after class. (*Ask what*)		
7 went abroad last year. (*Ask where*)		
8 has studied another foreign language. (*Ask which*)		
9 did a part-time job when they were a student. (*Ask what*)		
10 is missing somebody at the moment. (*Ask who*)		
11 has some type of allergy. (*Ask what*)		
12 went out for a meal last week. (*Ask where*)		
13 can do a sport very well. (*Ask what*)		
14 is planning to start a new job in the near future. (*Ask what*)		

Work in small groups. Report back to your group about the things you found out.

Pablo told me that he was going to London next weekend.

Mustafa said he was allergic to peanuts.

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Past rules and regulations

Student A

Ask your partner questions to complete the rules.

1 In Switzerland, women were not allowed to vote until 1971.
2 Until recently, pubs in Great Britain had _____ every night.
3 In Italy, everybody had to go to church on Sunday until 1981.
4 During the rule of General Franco in Spain, women couldn't have _____.
5 Before 1947, children didn't have to go to school in Great Britain after they reached the age of 14.
6 The Germans weren't allowed _____ until 1975.
7 Doctors in the Netherlands were first allowed to carry out euthanasia legally in 2002.
8 Men could _____ in Russia after the Russian Revolution.
9 Americans couldn't drink alcohol legally between 1950 and 1965.
10 Until 1976 London taxis had to carry _____ by law.

Now discuss with your partner which 4 rules you think are false.

Student B

Ask your partner questions to complete the rules.

1 In Switzerland, women were not allowed _____ until 1971.
2 Until recently, pubs in Great Britain had to close before 11p.m. every night.
3 In Italy, everybody had _____ until 1981.
4 During the rule of General Franco in Spain, women couldn't have their own bank accounts.
5 Before 1947, children didn't have _____ in Great Britain after they reached the age of 14.
6 The Germans weren't allowed to buy more than one car until 1975.
7 Doctors in the Netherlands were first allowed _____ in 2002.
8 Men could have more than one wife in Russia after the Russian Revolution.
9 Americans couldn't drink _____ between 1950 and 1965.
10 Until 1976 London taxis had to carry some hay and a sack of oats by law.

Now discuss with your partner which 4 rules you think are false.

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Pelmanism

CELL PHONE	MOBILE PHONE	BILL	CHECK	CHIPS
FRIES	POST	MAIL	PETROL	GAS
MAIN ROAD	HIGHWAY	SHOPPING CENTRE	MALL	FLAT
APARTMENT	SECONDARY SCHOOL	HIGH SCHOOL	RETURN TICKET	ROUND TRIP
UNDERGROUND	SUBWAY	FOOTBALL	SOCCER	FILM
MOVIE	HOLIDAY	VACATION	TOILET	RESTROOM

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Choosing the right career

Choosing a career can be difficult. You have to think about what you are good at, your qualifications, your interests and hobbies, the type of person you are and the type of working life you want. Interview your partner using the following questions and see if you can think of a job that would be suitable for him or her.

1 What were your best subjects when you were at school?
2 Have you studied or are you studying at university? What subject?
3 Have you ever had a job before? What was it? What did you like about that job and what did you dislike about it?
4 Do you like working with your hands or do you prefer working with your mind?
5 Can you use a computer well?
6 Do you prefer working alone or as part of a team?
7 Do you like the outdoors?
8 Do you react well under pressure or do you get very nervous?
9 How would you describe your personality?
10 Is it important for you to earn a lot of money or would you prefer to have less money and more free time?
11 Are you very ambitious or are your family and friends more important than your job?
12 Do you like being with people?
13 How many languages do you speak?
14 Can you drive and do you like driving?
15 Would you say you were creative? In what way?

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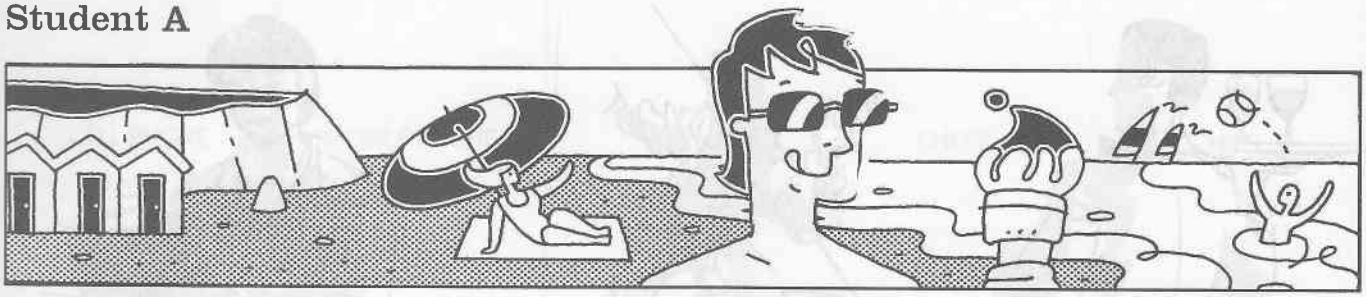
Talking about memory

Student A



Complete the questions with an appropriate expression/word from the box in the correct form. One word is extra.

remember forget remind you to remind you of lose miss in memory of

1 Do you ever _____ to do your English homework?

2 What does the word 'summer' _____?

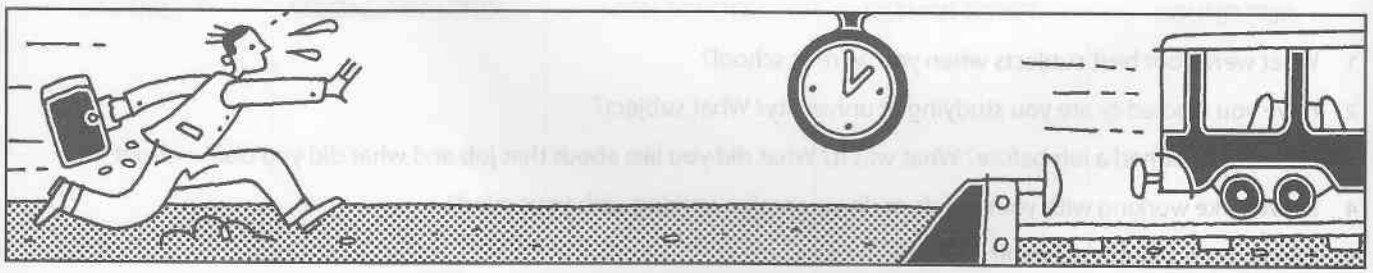
3 Are there any statues or monuments in your town that were built _____ a famous person or an important event?

4 Have you ever _____ your wallet or some money? Did you find it again?

5 What do you think you would _____ the most if you went to live abroad?

6 Can you _____ what you were doing during the Millennium celebrations?

Student B



Complete the questions with an appropriate expression/word from the box in the correct form. One word is extra.

remember forget remind you to remind you of lose miss in memory of

1 Have you ever _____ to take something important with you when travelling?

2 What techniques do you use to _____ do all the things that you have to do during the week?

3 Can you _____ any things that happened to you when you were 5 or 6 years old?

4 Have you ever _____ a flight, train or coach? What happened next?

5 What does the word 'winter' _____?

6 Have you ever got _____ in a big city? What happened?

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If things were different!

Read the following sentences and put a (✓) if you agree and a (✗) if you disagree.

I wish I were rich.

I wish I had listened more to my parents.

I wish my English teacher would give us more homework.

If only I had more free time.

I wish my friends would go out more often.

If only it were summer all year round.

I wish I had studied something different.

I wish I lived somewhere different.

I wish my family wouldn't interfere in my life so much.

I wish I could speak another language.

If only people didn't use their cars so much.

I wish I had studied harder when I was at sch...

I wish my neighbours wouldn't make so much noise.

If only I could give up smoking.

I wish the world were a fairer place.

Work in small groups and compare your answers. Discuss why you agreed or disagreed with the sentences.

I wish I had more time because I'm very busy and if I had more time I'd ...

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A tale with a twist!

Work in pairs to tell the story of John and Claire Stevens. Include the words given under each picture.

1

last Saturday/have a party/invite friends/get a new job

2

while/have fun/steal

3

leave the party/say goodbye/ realise/disappear

4

call/explain/happen/write down/ investigate

5

next morning/go out/realise/ appear

6

look inside/see/emergency/ apologise/theatre/next evening

7

call/explain/stop the investigation

8

go/very happy/enjoy

9

while/leave/mobile/neighbour/ shocked

What do you think the neighbour told John? Finish the story with a partner.

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Phrasal verb survey

Ask your classmates the following question and make notes about their answers. What would you do if you found out that your boyfriend/ girlfriend was fooling around?	**Ask your classmates the following question and make notes about their answers.** What do you normally do when you come back home after a long day working or studying?
Ask your classmates the following question and make notes about their answers. What is going on in the national and international news at the moment?	**Ask your classmates the following questions and make notes about their answers.** Do you normally turn up late for things? Does it depend on what it is?
Ask your classmates the following question and make notes about their answers. What ideas can you come up with for raising money for a class trip?	**Ask your classmates the following question and make notes about their answers.** For what reasons do couples normally split up?
Ask your classmates the following questions and make notes about their answers. Are you going to carry on studying English next year? Where are you going to study?	**Ask your classmates the following questions and make notes about their answers.** Have you ever had to call off a trip or journey? Why did this happen?
Ask your classmates the following questions and make notes about their answers. How can you help a friend who's going through a bad time? Have you had to do this recently?	**Ask your classmates the following questions and make notes about their answers.** What do the people you live with do that you can't put up with? And the people you work or study with?

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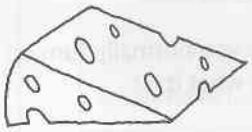
What am I describing?

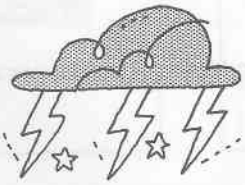
Read the following descriptions with a partner and guess what is being described.

It feels hot and nice on your skin. It looks round and quite near, although it's really very far away. You can't touch it or hear it but you can look at it in the sky, if you protect your eyes.

It looks like a bird but it sounds like something mechanical. Some people don't like the feeling of being inside this thing and some people love it. You can hear and see them when they are low.

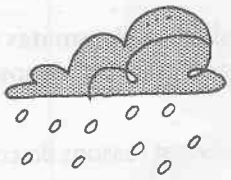
PERFUME

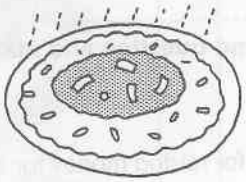

CHEESE


STORM

MOUSE

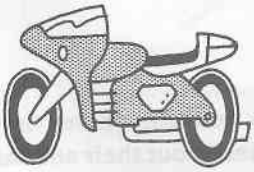
HEAVY METAL


SNOW

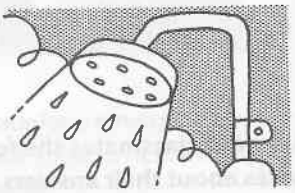

CURRY

WINE

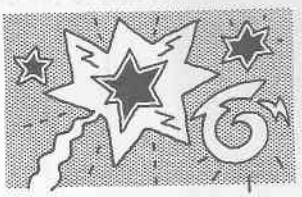
WHALE


MOTORBIKE

FIRE


SHOWER

COMPUTER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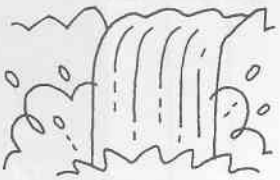
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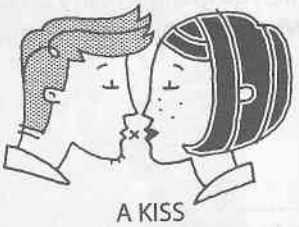
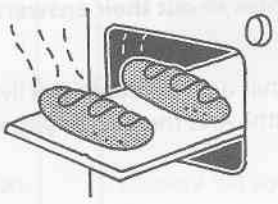
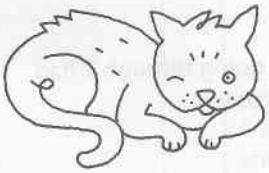
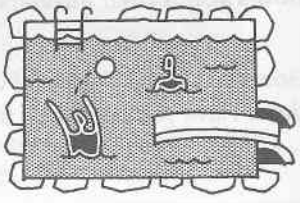

A KISS

MEDICINE


FRESH BREAD


CAT


SWIMMING POOL

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Test your memory!

What have you learned about your classmates during this course? Do you remember what they have talked about in class? Write one or two names next to each of the sentences below.

SOMEBODY WHO ...	NAME(S)
1 is a little bit younger than you.	
2 has turned up late for a lot of classes.	
3 enjoys travelling to exotic places and experiencing different cultures.	
4 has a hectic lifestyle.	
5 regularly plays some kind of sport.	
6 lives in a lively suburb.	
7 has got ill at some time during the course.	
8 gets on very well with his or her mother-in-law.	
9 was brought up in a different place from where he or she was born.	
10 managed to achieve an important objective last year.	
11 met somebody famous when they were growing up.	
12 revises a lot before exams.	
13 hasn't got a clue about computers.	
14 has experienced major changes in his or her life recently.	
15 was made to do housework when they were younger.	
16 had a part time job when they were studying.	

Now ask your classmates to find out if you were right. Do you know each other very well?

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Teacher's notes

Unit 1 Vocabulary 1
Who am I thinking about?

Procedure

Give a copy of part A of the worksheet to each student. Tell them to work in pairs to read the description and guess the relationship between the writer and the person being described.

Now tell students to use the cue words given to think of questions to ask in order to guess the relationship between two people. Tell them to write down any questions that they have difficulty with. Go around the class, checking the structure of questions.

Ask students to add any extra questions and get feedback from the whole group.

Arrange students in different pairs and give a copy of part B, student A to one and student B to the other. Students write the names of three of the people suggested.

Students ask each other questions in order to guess the relationship each has with the person whose names they have written. Point out before you begin that the students have different lists of relationships to choose from.

Answer

The woman being described is her boss.

Unit 1 Grammar 1
Which question am I answering?

Procedure

Put the students into pairs and give a copy of worksheet A to one and worksheet B to the other. Ask them to answer the questions on the left, writing complete answers on a separate sheet of paper. Tell them not to speak to their partner yet.

Tell the students to work with their partner. Ask the students to keep their paper hidden from their partner so they can't copy the auxiliary verbs. Each student reads out the answers they have written and their partner must guess the correct question, completing it with the appropriate auxiliary verb as they say it.

Get feedback from the whole class about some of the things they found out.

Unit 1 Grammar 2
I think or I'm thinking?

Procedure

Give a card to each student. Tell them to write one question in the Present Simple and one in the Present Continuous. Go around the class checking that the questions are correct.

Tell the students to mingle, asking and answering each other's questions. Students don't need to write down the answers but ask them to try to remember what other students have said.

Ask each student to report back on the answers they were given. If you have more than ten students, allow students with the same card to confer previous to the feedback stage.

Unit 1 Grammar 3
What have we got in common?

Procedure

Give a copy of the worksheet to each student and tell them to write an answer in the first column for each of the fourteen points.

Now tell them to mingle with other students asking questions in the Present Perfect or Past Simple in order to find two other students who have the same answer as they have. If you think students will have problems forming the questions, brainstorm them as a class first. Encourage students to discuss their answers when they find somebody with the same answer.

Get feedback from the whole class about the things they found they had in common.

Unit 1 Vocabulary 2
Beginnings and endings

Procedure

Cut up a copy of the worksheet for each pair or group of three students.

Give the students the cut up sentences and tell them to read through each one and arrange them in a logical way. Check the answers with the whole class.

Now ask students to comment on each sentence to say if it is true for them. Encourage them to explain why or why not, giving alternative sentences with the same phrasal verb where appropriate.

Unit 1 Communication
A good friend is ...

Procedure

Give a copy of the worksheet to each student and tell them to read the statements and tick the appropriate column. Go around the class, helping with any structures or vocabulary they don't understand.

Now organise the class into small groups of three or four. Tell them to compare their opinions, giving examples with their friends.

Get feedback from the whole class.

UNIT 2 Vocabulary 1
Media crossword

Procedure

Divide the class into two groups, A and B, and give copies of worksheet A to group A and a copy of worksheet B to group B.

Have the students check they understand all of the words written in their crossword in pairs, helping them with any problems they might have.

Now rearrange the students so that a student A is with a student B. Tell them not to look at each other's paper. Focus the students' attention on the example sentence and tell them to give each other clues for the rest of the words. Write *down* and *across* on the board so that students can identify the direction of the words.

UNIT 2 Grammar 1
Sentence auction

Procedure

Organise the class into pairs or groups of three and give each team two copies of the worksheet.

Tell them to read the sentences and decide if they are right or wrong and why. They must bet between £10 and £100 for correct sentences, depending on how sure they are, writing their bet on both copies.

When they have finished, take in one of the copies from each team and give them to a different team to check. Go through the sentences one by one, asking the students how much they have bet and whether they think it is correct or not and why. If the students have bet on a correct sentence, those correcting write the amount in the win column. If they have bet on an incorrect sentence, those correcting write it in the lose column. At the end, students add up the win column and the lose column and then subtract the lose column from the win column. The team with the most money is the winner.

Answers

Sentences 1, 4, 5, 7, 8, 11 and 12 are incorrect. **1** are often interviewed **2** was invented by **5** should be supervised **7** have been stolen **8** was originally created **11** must be recharged **12** was spent

UNIT 2 Grammar 2
Shh! Don't say that word!

Procedure

Organise the class into groups of four. Give one set of cut up cards to each group.

Write the following on the board: *It's a person who/whose ... It's a place where ... It's a thing which ... It's a time when ...*

Write the following example card on the board:

MILLIONAIRE
money
rich
luxury

Give an example of how to play. Students must define the word using relative clauses but without saying the words stated, e.g. *It's a person who can spend a lot. It's a person whose bank account contains many thousands of pounds.*

Organise the students so that they are sitting in groups of four to six. Within the groups they divide into two teams. Each student has a maximum of one minute to explain as many words as possible to the other team member(s), while a member of the other team looks at the same cards to check that they don't say any of the prohibited words. For each word guessed the team scores one point. For each prohibited word said, the other team scores a point.

UNIT 2 Grammar 3
What was going on when ...?

Procedure

Give a copy of the worksheet to each pair of students and tell them to match a pair of words from the box with a picture. Check with the whole class, making sure they understand the words.

Ask the students to discuss in pairs which of the verbs are irregular and check with the whole class.

Now students say sentences in pairs for each picture using the Past Simple and Past Continuous. Get feedback from the whole class.

Students then think of an important event that has happened recently and mingle, asking their classmates what they were doing when that thing happened.

Answers

1 escape/sleep **2** land/rain **3** play/get broken **4** have/ring **5** cook/arrive **6** sail/appear **7** sunbathe/sting **8** wait/appear **9** clean/fall **10** run/bite **11** eat/break **12** drive/jump

UNIT 2 Vocabulary 2
Verb collocations noughts and crosses

Procedure

Divide the class up into groups of four and divide each four into two teams of two. If you have odd numbers make some teams of one or three. Give each team a copy of the grid and explain the title *noughts and crosses*. Read through the instructions with the students and check that they understand how to play the game.

Give a copy of sentences A to one team and sentences B to another team. Each team must decide whether to be noughts or crosses.

Tell the students to take it in turns to choose a number and the other team will read them the sentence. If they decide right or wrong correctly they put the symbol in the square. Now the other team plays.

At the end, the students count how many noughts and crosses they have and add an extra point if they have three in a row. The winner is the team with the most points.

Unit 2 Communication

Newspaper headlines

Procedure

Give a worksheet to each student and put them in pairs. Tell them to look at the pictures and invent a headline for each one, writing it under the picture. Point out that newspaper headlines often don't use articles (*the, a*) or the verb *to be* in passives. Tell them to look at the headlines in Ex. 2a on page 30 for reference and ask them to use their imagination.

Go around the class, helping with vocabulary and correcting any errors.

When they have finished, organise the students in different pairs. Tell them to take it in turns to read out their headlines, but not in the correct order. The other student must guess which picture it goes with.

Unit 3 Vocabulary 1

What kind of lifestyle do you prefer?

Procedure

Give a copy of the worksheet to each student. Tell them to work in pairs to ask and answer the questions. While the first student asks question 1, the other one doesn't look at the sheet and simply listens and chooses an option to increase listening practice. After they have chosen, they can then look at the sheet and mark the option. The second student then asks question 2, following the same procedure.

Go around the class, helping with any problematic vocabulary or expressions.

When they have finished, get them to count up A, B and C answers. Get feedback from the class about who is mostly which letter. Read through the results with the whole class and see if students agree with the analysis.

Unit 3 Grammar 1

What the future holds

Procedure

Cut up the worksheet and give one card to each student. Tell the students to read the card and check they understand. Explain that they have to ask a question to all the other students in order to find out the information. Remind them that they must use the future tense given on the card.

Students mingle asking and answering questions. Mingle with them, checking that they are using appropriate questions and answering in the appropriate tense.

Get feedback from each student. Ask them to tell you the questions they asked and the answers they were given. Elicit from the whole group the tense that was used and why.

Unit 3 Grammar 2

Preferences

Procedure

Give a copy of the worksheet to each student and tell them to read the question and order the items according to their preferences (number 1 for what they prefer the most). Tell them if there are two items they consider to be equal, then they can put the same number for both.

Read the example at the bottom of the page with the whole class and tell them to discuss in pairs their preferences using comparatives and superlatives. Go around the class correcting and helping with any vocabulary they need.

Get feedback from various members of the class.

Unit 3 Grammar 3

The Multiplex Centre

Procedure

Give a copy of the top part of the worksheet to each student and read through the text with the whole class, referring to the map where necessary.

Now organise the class into groups of four, and give a role card to each student. If you have odd numbers, some groups can be made up of five students and two students can be given the same role card, pretending they are either brother and sister or husband and wife. Allow students time to read through the information and check they understand.

Explain that they are going to discuss the proposal for the Multiplex Centre, from the point of view of their role. Encourage them to add any more arguments they think are relevant. Go around the class monitoring the activity and making a note of any mistakes they make.

When they have finished, have a class vote about the proposal. Tell students to imagine they really live in the area and to vote according to their real point of view.

Unit 3 Vocabulary 2

How do you say ...?

Procedure

Organise the class so that students are sitting in small groups of three or four. Give each group a set of counters

and a dice and a copy of the worksheet. Read through the instructions with the whole class and check that students understand.

Students throw the dice to see who starts, and then play the game in their groups. The groups decide if the answer is correct or not, consulting with you where necessary.

Answers

1 homeless 2 misunderstanding 3 review 4 useless 5 ex-wife 6 disagree 7 weekly 8 forgetful 9 successful 10 mispronounce 11 unfair 12 endless 13 touristy 14 unspoilt 15 creative 16 enjoyable 17 uninteresting 18 unusual 19 rearrange 20 airy 21 misheard 22 expensive 23 careless 24 dirty 25 peaceful 26 breakable 27 messy 28 attractive 29 friendly 30 revisit 31 disappear 32 comprehensible 33 helpful

Unit 3 Communication

Estate agents

Procedure

Organise the class into groups of six and give a role card to each one. With odd numbers, double up the buyers so that they are husband and wife, boyfriend and girlfriend or friends. Tell students to read through the information on the card and check they understand.

Now elicit from the students how the conversation between an estate agent and a buyer might start, e.g. *Good morning, how can I help you? What are you looking for?* Etc.

Each buyer then has to visit each estate agent in their group and the estate agent has to try to convince the buyer to buy the house they are selling. When they have visited all three, get feedback from the buyers and find out who has been the most successful at selling houses and why.

Unit 4 Vocabulary 1

Money problems

Procedure

Organise the class into pairs and give a copy of worksheet A to one of the students and a copy of worksheet B to the other.

Tell them they are going to role play a number of money problems, and that they have to try to reach an agreement. Give students a minute to read through situation 1. Allow them to use dictionaries to look up any words they don't understand, or they can ask you. Now have them role play the situation. When they have finished, get feedback from the class to see if any of the students found a solution and what it was.

Now do the same with situations 2 and 3.

Unit 4 Grammar 1

How well do I know my classmates?

Procedure

Give a copy of the worksheet to each student and tell them to think which students in the class might correspond to the sentences. Tell them they have to write at least one name for each, but they can write more if they want.

When they have finished, tell them to mingle, checking to see if they were right by saying the sentences with a question tag. Remind them that they must say the sentence in the 2nd person singular. Tell them to tick or cross the sentence.

Get feedback from the whole class about which sentences they got right and any surprising information they found out.

Unit 4 Grammar 2

Utopia

Procedure

Give a copy of the worksheet to each student and tell them to work individually to decide if they agree with the rules or not. If they agree, they tick them and if they don't, they change the sentence so that it fits their idea of the perfect world.

When they have finished, arrange them into small groups of three or four and tell them to compare their sentences, justifying why they think one thing or another. Go around the class, monitoring their conversations.

Get feedback from the whole class. As an extension, you can ask them to think of some more rules for a perfect world in their groups.

Unit 4 Grammar 3

Can I sell you this?

Procedure

Organise the students into pairs, A and B. Give a copy of worksheet A to both students in pair A, and a copy of worksheet B to both students in pair B. Tell them to look at the three things they have to sell and write sentences with the cues given to help them sell those products. Go around the class, helping with vocabulary and correcting any mistakes the students make.

When they have finished, reorganise the class so that there are two A students from different pairs, and two B students from different pairs working together in groups of four. The A students begin, taking it in turns to sell their items, including the sentences they have written. The B students have to decide which of the two A students is most convincing. Then the B students try to sell their items to the As.

Get feedback from the class to find out who were the most successful salespeople and why.

UNIT 4 Vocabulary 1

BLEEP: Which word was that?

Procedure

Organise the students into groups of four and give one set of cut up cards to each group. Within the groups, students divide themselves into two teams. If you have odd numbers, use groups of five.

Write the word *BLEEP* on the board and tell the students that on each card there is a sentence that contains BLEEP instead of a word. Each team takes it in turn to take a card and read out the sentence. The other team must guess the correct word in the correct tense. If they get it right, they score one point.

The winner is the team with the most points at the end.

UNIT 4 Communication

Which would you buy?

Procedure

Organise the class into pairs and give a copy of the worksheet to each pair. Read through the questions at the top of the page with the whole class. Pre-teach or elicit 'brand name'.

Students look at the different pictures and answer the questions orally. Go around the class monitoring their conversations.

Get feedback from the whole class about whether it's worth paying more for 'the name' or whether it's a waste of money.

UNIT 5 Vocabulary 1

Which leisure activity?

Procedure

Give a copy of the first part of the worksheet to each student and tell them to work in pairs to think of questions they could ask using the cues in the box (or their own ideas) to guess a leisure activity. Point out that the answer can only be 'yes', 'no' or 'it depends'.

Get feedback from the class, writing any difficult questions on the board.

Now choose a leisure activity yourself (*football*). Have the students ask you ten questions in order to discover the activity.

Divide the students up into small groups of three or four and give each group a set of cards. The students take it in turns to pick up a card and the others have to ask ten questions to guess the activity. They continue until all the cards have been used.

UNIT 5 Grammar 1

What have they been doing?

Procedure

Divide the class into two groups, A and B, and give copies of the cue words for student A to one group and the cue words for student B to the other group. Give a copy of the pictures to all the students and tell them to work in pairs to match the cue words in the box with six of the pictures. Tell them to imagine what is happening in the other six pictures.

Now rearrange the students so that an A student is working with a B student. Students explain what they guessed was happening in the six pictures for which they had no cues and the other student tells them if they were right or wrong.

Now tell students to talk about each picture, saying what has been happening and what has happened in each picture. Remind them that they are using the Present Perfect Simple and the Present Perfect Continuous to contrast a short action or result with a longer or unfinished action.

Get feedback from the whole class. In pairs, students now talk about whether these things have ever happened to them. Get further feedback.

UNIT 5 Grammar 2

Find somebody like you

Procedure

Give a copy of the worksheet to each student and tell them to complete the sentences so that they are true for them. Remind them to complete with verbs and tell them to use the Reference on page 73 if they are not sure which form to use. Students write individual answers but they can confer with a partner over verb forms and to share ideas. Go around the class, checking their sentences.

Focus the students on the example sentences at the bottom of the page, and tell them to mingle, asking questions to find a student who agrees with their sentence. Tell them to write the name of that student in the column provided.

Get feedback from the class, finding out what different students have in common.

UNIT 5 Grammar 3

Find the difference

Procedure

Divide the class into pairs and give a copy of worksheet A to one of them and worksheet B to the other. Tell the students not to look at each other's paper.

Read the instructions with the whole class and students ask questions and describe their pictures, using

quantifiers, in order to find twelve differences. Go around the class, helping with any vocabulary they need and correcting errors.

When they have finished, get students to report back on the differences.

Answers

The differences are: **1** number of tables **2** number of customers **3** amount of hair the man has **4** amount of meat **5** pasta/soup **6** number of napkins **7** number of glasses **8** amount of wine **9** number of waiters **10** the advice of the waiter **11** information on the notice board **12** number of bottles of water

UNIT 5 Vocabulary 2

What word am I explaining?

Procedure

Divide the class into half and give a copy of worksheet A to one half and worksheet B to the other half. Tell them to work with a partner to match the definitions to the words in the box. Go around the class, checking that their answers are correct.

Now reorganise the class so that two student As are working with two student Bs. If you have odd numbers, form some groups of three. Each pair makes a team and the teams take it in turns to read out the definitions while the other team has to guess the word. Each correct word is worth one point. The winner is the team with the most points at the end.

UNIT 5 Communication

Trivia quiz: How much do you know?

Procedure

Organise the class into groups of four and divide each group into two teams, A and B. Give a copy of the top part of the worksheet to each team and read through the instructions with the whole class.

Now give a copy of team A questions to one pair and team B questions to the other pair. Ask some general vocabulary questions to see which team in each group goes first, e.g. *What do we call this in English?* (pointing to things around the class).

Students play the game until all the squares have been won or all the questions have been asked. Students mark the squares they win with a symbol. At the end, students work out their teams score by adding up the squares they won plus an extra point for each time they have won both squares belonging to one category.

UNIT 6 Vocabulary 1

Are you an adventurous holiday-maker?

Procedure

Organise the class into pairs and give a copy of the worksheet to each student. Tell the students to take it in turns to ask each other the questions and read out the options. While one student is asking, tell the other not to read the sheet in order to increase listening practice. When they have chosen an option, they can then look at the sheet and mark their answers. Go around the class, helping with any difficult vocabulary or expressions.

When they have finished, students work out their scores. Ask the students which category they fall into and read through the results together as a class. Ask the students if they agree with the analysis.

UNIT 6 Grammar 1

Are you lying to me?

Procedure

Give a copy of the worksheet to each student and tell them to work in pairs to match the expressions from the box to the pictures.

Now tell the students to randomly cross out one of the pictures in each row without their partner seeing which it is. Tell them that they have to lie when they answer the question about the crossed out picture and tell the truth when they answer the questions about the other pictures. Focus on the example at the bottom of the sheet and brainstorm some follow up questions that students could ask, e.g. *What language was it? Where did you study it?*

Students work in pairs to do the exercise and at the end, try to guess when their partner was lying.

UNIT 6 Grammar 2

What question was that?

Procedure

Give a copy of the worksheet to each student and focus their attention on the questions. Tell them they have to work individually to write short answers to ten of those questions in the shapes in the second part of the sheet. Remind them not to do it in order.

Now tell them to tear off the second part of the sheet and exchange it with a partner. Looking at each other's answers they have to guess the question, without looking back at the original questions. When they guess correctly they cross out the answer. This continues until students have crossed out all the answers.

Get feedback from the whole class by having students read out some of their answers and eliciting the question from the whole class.

UNIT 6 Grammar 3

The article race

Procedure

Organise the class into pairs and give a copy of worksheet A to one of the pairs and worksheet B to the other. Explain

that they are going to have a race to see who can correct the most incorrect sentences first.

Read through the instructions and check the whole class understands. Hide something in one of your hands and ask each pair to guess which hand it is to see who goes first. Students read out the incorrect sentences to their partners, repeating once if necessary. The partner tries to correct the sentence. If they fail they miss a turn. The winner is the first to get to the finish.

Unit 6 Vocabulary 2
Getting information

Procedure

Cut up the question cards and give one to each student. If you have more than twelve, organise the students into pairs and give them the same card. Allow students to read the card, and check they understand. Tell them they must ask as many students as possible (making questions in the 2nd person singular) and remember the answers in order to report back to the class about their findings.

Students mingle, asking and answering their questions. Mingle with them monitoring language.

Get feedback from all the students about what they found out. If two students had the same card, allow them to confer first.

Unit 6 Communication
Around the world tourism quiz

Procedure

Organise the students into groups of three or four and tell them they are going to do a quiz about world tourism. Don't give out the sheets yet, but read out the questions (to give the students extra listening practice and have them discuss their answers without writing them down.

When you have finished, give out the sheets and tell them they have a few minutes to write down their answers.

Collect in a sheet from each team, and give it to another team to correct. Read through the questions again, eliciting answers and giving the correct ones if necessary. Students score one point for each correct answer. The winning team is the one that has most points at the end.

Answers

1 Edinburgh **2** San Francisco **3** Switzerland, France, Germany, Austria, Slovenia, and Italy (0.5 points for each country) **4** Peru **5** New Zealand **6** USA and Canada **7** Chile and Argentina **8** Indian **9** Madrid **10** The Acropolis **11** Istanbul **12** Switzerland **13** Granada **14** Dublin; **15** India.

Unit 7 Vocabulary 1
Educational issues: agree/disagree

Procedure

Cut the worksheet in two and give a copy of the top part to each student. Check the students understand partially agree and pre-teach *evaluate* and *sabbatical* if you feel it is necessary. Tell the students to listen to the statements that you read out and mark a column for each one according to how much they agree or disagree with each statement.

Read the statements from the second part of the sheet, repeating each one several times and if necessary rephrasing it to make sure that the students understand.

When you have read all ten and the students have filled in the table, organise the class into small groups of three or four. Distribute copies of the statements, and have the students discuss each one, comparing the way in which they had filled out the agree/disagree table.

Unit 7 Grammar 1
Fact or fiction?

Procedure

Organise the class into two groups, A and B, and give copies of worksheet A to group A and worksheet B to group B. Tell the students to work in pairs to think of a question that they could ask to find out the missing information in six of their sentences. Remind them to pay attention to subject and object sentences. Go around the class monitoring their work.

Now reorganise the class so that a student A is working with a student B. Tell them to ask each other their questions and to complete the missing information. When they have finished, check the complete sentences with the whole class.

Now tell them that six of the sentences are false. Students work together to guess which they are. Check with the whole class. Students score a point for each false sentence they guess. The winners are those who guessed the most false sentences.

Answers

1 F (Van Gogh painted Sunflowers) **2** T **3** F (Oscar Wilde was born in 1854) **4** F (Queen Victoria ruled from 1837 to 1901, almost 64 years) **5** T **6** T **7** F The Hundred Years War lasted from 1337 to 1453, 116 years) **8** T **9** T **10** T **11** F (King Kong was released in 1933) **12** F (Star wars was released 1977)

UNIT 7 Grammar 2
What's happened to me?

Procedure

Organise the class into groups of four (or three) and give each group a copy of the cut up cards. Tell them to share the cards out equally (if there are some cards left over, it doesn't matter).

Explain that each card tells them about a change that has happened in their lives and that they have to think of sentences using *used to/didn't use to/would/wouldn't* that demonstrate that change. Give the students time to look at their cards (without showing the others) and think about what they are going to say, asking you for any vocabulary they might need.

Students now play the game. They take it in turns to say sentences with the above structures about each card and the other students in the group have to guess the change. The first student to guess the change wins the card. If no student can guess initially, they can ask questions until somebody guesses. The winner is the student with the most cards at the end.

Get feedback from the whole group about some of the sentences they made.

UNIT 7 Grammar 3
How many people ...?

Procedure

Give one card to each student and allow them time to read it. (If there are more than ten students, use some of the cards twice or three times.) Tell the students that they have to ask other members of the class a question to find the information stated. Remind them that they must form the question in the second person singular and that the second question would also be formed in the affirmative (we don't normally make questions in the negative), but that they are looking for students who answer 'no'.

Students mingle asking and answering questions. They can either write down the names of the students they find, or make a mental note of what they are told.

Get feedback from the whole class about what they found out. If you had more than ten students, allow those with the same card to confer first about the information.

UNIT 7 Vocabulary 2
All about learning and knowing

Procedure

Organise the class into two groups, A and B, and give a copy of worksheet A to the As and worksheet B to the Bs. Tell them to work in pairs to substitute the underlined parts of each question with an idiom in the correct form. Go around the class checking their work.

Now reorganise the class so that a student A is with a student B. Tell the students to ask and answer each other's questions. Remind them not to look at each other's sheets as they do this to increase listening practise. Go around the class monitoring their interaction.

Get feedback from the whole class about their answers.

UNIT 7 Communication
Those were the days!

Procedure

Give a copy of the worksheet to each student and tell them to match the expressions from the box to the pictures in pairs. Check with the whole class.

Arrange the students into small groups and tell them to talk about each picture with respect to their own school days. Tell them that they can talk about both primary and secondary school and encourage them to give as much detail as possible. Go around the class monitoring their conversations.

Finally, get feedback from the whole class about their experiences.

UNIT 8 Vocabulary 1
Guess the change expression

Procedure

Organise the class so that students are sitting in small groups of three or four. Give each group a set of cut up cards and tell them to share them out evenly among the members of the group.

Allow students to read through their own cards and ask you any vocabulary questions. Now tell them to take it in turns to read out the situation to the person on their right. This person has to try to guess the expression with change. If they guess correctly they keep the card. If they don't, the next person has a chance to guess. The winner is the student with the most cards at the end.

UNIT 8 Grammar 1
In what circumstances would you?

Procedure

Organise the class so that they are sitting in groups of three and give one copy of the board game, one set of cut up cards and dice and counters to each group.

Read through the rules with each group and make sure they understand. Tell the students to throw the dice to see who goes first. As they play the game, go around the classroom monitoring their work.

Unit 8 Grammar 2
Adverb bingo

Procedure

Give a copy of the bingo sheet to each student and have them look at the adverbs in pairs, checking that they understand the meaning of all of them.

Before you begin reading the sentences, tell them put a cross through eight of the adverbs of their choice. Read out the sentences in order, substituting the adverb for 'beep'. The students put a different symbol (e.g. a circle) around the adverbs if they think they fit the sentence. The first student to circle all the adverbs, shouts 'bingo'. Check that the bingo is correct, by reading the sentences again and having the student tell you the correct adverb.

Give the students another bingo sheet (or have them copy it) and play again with the rest of the sentences or sentences that you invent. This could also be played in small groups, with students writing their own sentences (especially for revision) and reading them for other members of the group to play bingo.

Unit 8 Grammar 3
What could have been different?

Procedure

Divide the class into two groups, A and B, and give copies of worksheet A to group A and worksheet B to group B. Tell the students to work in pairs or small groups to read through the situations and write a number of sentences in the Third Conditional that they could say about each one. Go around the class helping with any difficult vocabulary and checking the sentences they write.

Now put a student A with a student B to role play the situations. Tell them to try to resolve the problems, including the Third Conditional sentences in their conversations.

Get feedback from the whole class about the sentences they constructed and who they feel is to blame in each situation.

Unit 8 Vocabulary 2
Word building crossword

Procedure

Divide the class into two groups, A and B, and give copies of worksheet A to group A and of worksheet B to group B.

Have the students check they understand all of the words written in their crossword in pairs, helping them with any problems they might have. Tell them to decide if each word is a verb, noun or adjective.

Now rearrange the students so that one student A is with one student B. Tell them not to look at each other's paper. Read the instructions with the whole class. Write *down* and *across* on the board so that students can identify the direction of the words.

Unit 8 Communication
A change for the better?

Procedure

Give a copy of the worksheet to each student or pair of students and tell them to work in pairs to say what they can see in the pictures, using words from the box. Check with the whole class.

Now get the students to discuss the effects of these changes for society and to talk about whether there were any negative consequences. Go around the room, monitoring their conversations.

Answers

1 Mobile phones 2 Internet 3 Mass air travel 4 Skyscrapers
5 Genetrically modified food 6 Increase in no smoking areas
7 Feminist movement 8 Embryonic research 9 Reality TV

Unit 9 Vocabulary 1
Perks and promotions

Procedure

Give a copy of the worksheet to each student or pair of students. Tell them to name the jobs they can see in the pictures. Check with the whole class.

Now read through the questions with the whole class, checking that they understand all the vocabulary. Organise the class into small groups of three or four and tell them to discuss the questions in relation to the jobs they can see in the pictures. Go around the class, monitoring their conversations.

Get feedback from the whole class.

Unit 9 Grammar 1
Jumbled questions

Procedure

Divide the class into two groups, A and B, and give a copy of worksheet A to one group and worksheet B to the other. Tell the students to work together to order the words to make questions. Go around the class, checking that students have appropriate questions.

Now reorganise the class so that one student from group A is working with one from group B. Students ask and answer each other's questions (tell them not to look at each other's papers in order to increase listening practice).

Get feedback from the whole class.

Answers

Student A

1 Did your parents make you help with the housework when you were a teenager?
2 Did your parents let you go out late when you were 15?
3 Are you allowed to smoke in many public places in your country?
4 If you were a politician, would you make people pay higher taxes?
5 Do you think children should be allowed to wear normal clothes to school?
6 Would you let a teenager of 16 go on holiday alone?

Student B

1 Did your parents make you do any extra-curricular activities when you were a child?
2 Did your parents let you stay up late when you were a child?
3 What is the maximum speed you are allowed to drive in your country?
4 If you were a teacher, would you make students do a lot of exams?
5 Do you think people should be allowed to vote at 16?
6 Do you think the government should let shops open 24 hours a day?

UNIT 9 Grammar 2

Find someone who... and report back!!

Procedure

Organise the class into small groups of four (use groups of three if necessary). Hand out the worksheets and tell students they have to mingle with students from other groups in order to find somebody who corresponds to their sentences, asking and noting down extra information when they do find someone.

When they have finished students sit down in their original groups. They take it in turns to report back, using reported speech, about what they have found out without saying the student's name, e.g. *Somebody told me that...* The other students in the group must guess who said each thing, scoring one point if they guess correctly. The winner is the student with the most points at the end.

UNIT 9 Grammar 3

Past rules and regulations

Procedure

Divide the class into two groups, and give copies of worksheet A to one group and worksheet B to the other. Tell students to work in pairs to read through the sentences, checking with you any vocabulary they don't know, and writing questions for those sentences that have gaps in them. Go around the class checking the questions.

Now put a student A with a student B. Tell them to ask each other the questions to complete the sentences, without looking at each other's paper.

Check all the sentences with the whole class, and then tell them that four are false. Students discuss with their partner which four are false. Get feedback from the whole class, with their reasons.

Answers

Numbers 3, 6, 8, and 9 are false. Numbers 3, 6 and 8 are completely invented and number 9 was true but during the period 1920–1932.

UNIT 9 Vocabulary 2

Pelmanism

Procedure

Organise the class so that the students are sitting in groups of three or four, and give a set of cut up cards to each group. Tell the students to put the cards on the desk face down and spread out.

Explain the rules of the game. Each student takes it in turn to turn over two cards. If the cards match (i.e. the word means the same), that student takes the two cards and explains the meaning and says which one is American and which one is British English. They then have to define the words, e.g. *Petrol is something you put in your car to make it work.* The rest of the group checks that this is correct and if there is any dispute, they consult with you. If the student does this correctly they keep the cards and if they do it incorrectly, they put them back down on the table and mix up all the cards. The winner is the student with the most cards at the end.

Go around the class, monitoring the students' sentences.

UNIT 9 Communication

Choosing the right career

Procedure

This activity will probably work best before doing the Communication page of the Student's Book.

Organise the class so that the students are sitting in pairs. Tell them they are going to do an activity that simulates going to a Careers Advice Centre. Ask students if they have ever been to one of these and what experience they had.

Give a copy of the worksheet to each student and read the introduction with the whole class. Give them a few minutes to read through the questions to check that they understand.

Students now take in turns to interview each other. Tell them to make brief notes of the answers they hear. When they have finished the interviews, they decide what type of job would be suitable for their partner. Get feedback from the whole class about these jobs, with students giving reasons for their choice and their partners saying whether they had thought of doing this job or not.

Unit 10 Vocabulary 1
Talking about memory

Procedure

Divide the class into two groups and give copies of worksheet Student A to one group and worksheet Student B to the other. Tell the students to work in pairs to complete the questions with the correct expression from the box in the correct form. Go around the class monitoring their work.

Now reorganise the class so that a student A is working with a student B. Tell them to ask and answer each other's questions (without looking at each other's papers in order to increase listening practice).

When they have finished get feedback from the whole class about their answers to the questions.

Unit 10 Grammar 1
If things were different!

Procedure

Give each student a copy of the worksheet and tell them to read through the sentences and put a tick or a cross depending on whether they agree or disagree with each one. Go around the class helping them with any vocabulary or sentences they don't understand.

Now organise the students into small groups of three or four and tell them to compare what they have put, giving reasons for agreeing or disagreeing with each one.

Get feedback from the whole class.

Unit 10 Grammar 2
A tale with a twist!

Procedure

Give each student or pair of students a copy of the worksheet. Read the title and explain that 'a tale with a twist' is a story with a surprise ending. Tell the students to work in pairs to tell the story, paying attention to the correct use of past tenses, and including the words that are given under each picture. Ask them to make at least two sentences per picture. Go around the class, monitoring their work.

Now have the whole class retell the story, checking for any variations there might be among the pairs of students. Ask each pair to discuss what they think happens at the end of the story and get feedback from the whole class. If nobody has guessed, give them the correct answer.

Answer

While they were at the theatre, the thief who had stolen the car burgled their house.

Unit 10 Grammar 3
Phrasal verb survey

Procedure

Cut up the cards and give one card to each student. Allow the students time to read the question and check that they all understand. Students stand up and mingle, asking their questions and making brief notes about the answers they are given. If you have more than ten students, double up the cards and tell the students to work together, interviewing only some of their classmates.

Get feedback from the whole class about what they found out.

Unit 10 Vocabulary 2
What am I describing?

Procedure

Give a copy of the top section of the worksheet to each student or pair of students and tell them to read the descriptions and guess what is being described. Elicit suggestions from the whole class (**1** the sun **2** a plane).

Organise students into groups of three or four and give them a set of cut up cards (the second half of the sheet). Tell them to share them out equally and ask each student to look at their cards without letting any of the other students see them. Give them a few minutes to think of ways of describing the words on their cards in a similar way to the ones the read earlier. At this point allow them to ask you for any vocabulary they might need.

Students now play the game. Each student takes it in turn to describe their words and the first of his or her group mates to guess, wins the card. The winner at the end is the one with the most cards.

Unit 10 Communication
Test your memory!

Procedure

Give a copy of the worksheet to each student and read through the instructions with the whole class. Students then write one or two names next to each sentence (if they can). Include yourself if you want.

Students mingle, asking each other questions to check if they were right or not. Get feedback from the whole group as to how much they know about each other.

As an extension to this activity, distribute the names of all the students so that each one has a name that is not their own. Tell students to write three or four things about this person they have found out during the course. Students then read out this information and the rest of the class guess who it is.

DVD worksheets

Before watching

1 Match the words and phrases from each column to form sentences.

1	I love	a	in touch with my friends
2	I get on with	b	to run my own business in the future
3	I prefer	c	lots of different people
4	I want	d	finding out about new places
5	I hate	e	to work in another country next year
6	I hope	f	not having anything to do
7	I like to keep	g	beach locations to mountain locations

2 Discuss.

If you visited another country for a holiday or work, what might make you want to live there? What could tempt you away from your home country?

While watching

3 Watch the first extract and answer the questions.

1 The man tells his friend that he may lose his job if he doesn't go back home and the man replies: *So what?* What does he mean by this reply?

2 What are the two men drinking? How do you know they are sharing?

3 Fill in the gaps of the following rhyme Ollie wrote.

Roses are ___

Candy is ___

This is something I sent you to ___

4 Watch the second extract and answer the questions.

1 The man suggests that the only way to get the ball is by climbing up:

a *a tree*?

b *a drainpipe*?

c *a wall*?

2 One of the boys says *'I'll tell me brother'* if the men don't retrieve the ball. And then another boy says: *'His brother's bigger than you!'*. Why do you think the men then quickly agree to get the ball?

3 The two men have to decide who is going to get the ball, so one says:

a fair's good b fair's fair c fair's best

4 As the man is rescued, a bystander says: *'S_____ was it?'* What is the missing word? Why do you think he suggests this?

5 The other man replies to no 4. *'It might be later when he gets home to the wife!'*. What do you think the wife's reaction might be to her husband's escapade?

After watching

5 Discuss.

Do you agree with the man's reasons for wanting to stay in Paris in the first extract? Do you think his reasons are good ones? Why/Why not? If you had been the man in the second extract, would you have gone up the drainpipe? How would you have resolved the situation?

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FILM BANK

Before watching

1 Complete the sentences using a word or phrase from the box below.

reviews journalists broken the record
headlines online news main stories

a The _____ in the newspapers are often very depressing.
b The _____ on the front of today's paper really shocked me.
c I enjoy reading film and book _____ in the papers.
d If I'm in the office, I usually read the _____ on my computer.
e I was interested to see that someone had _____ time for running a marathon.
f The national newspapers have _____ who report from all over the world.

2 Discuss.

Which important items of world and local news have really affected you during your life?

While watching

3 Watch the first news report and answer the questions.

1 Fill in the gaps:
Berliners linked hands and _____ round their _____ territory.
2 Does the newsreader say that the people *clambered* or *climbed* playfully up and down the Berlin Wall itself?
3 What is no longer needed to pass between East and West Berlin?
4 The Berlin Wall is described as the most *potent* symbol of division in Europe? What does the newsreader mean by *potent*?

4 Watch the second news report and answer the questions.

1 What type of election is this?
2 How long have some people waited to vote?
3 Which of the following does Nelson Mandela swear to be to the Republic of South Africa?
a committed b faithful c true
4 What type of birds was released as a peace symbol?

5 Watch the final news report and write *T* (*true*) or *F* (*false*) next to the following statements.

1 At 11:11 on the 11th month the first rays of the sun disappeared. ___
2 The eclipse was felt because the light went very quickly and the temperature dropped. ___
3 The heavens promised little and delivered more. ___
4 This will only happen once in our lives. ___

After watching

6 Choose one of the items of news that you discussed in Ex.2. Imagine you are a newscaster and write a brief paragraph describing events.

7 Exchange your paragraph with your partner's and read through each others correcting any mistakes you find.

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Before watching

1 Which of the words and phrases in the box do you associate with the city and country? Fill in the chart below.

music venues	museums	stress free	cottage	clubs
rural	theatres	big nights out	no noise	everything at
slow pace of life	fresh air	wildlife	relaxation	your fingertips

City	Country

While watching

2 Watch the film and answer the questions.

1 Speaker 1 says that the main thing he likes about living in Leeds *is easy_____ to a lot of things*. Which word does he use here?
2 How can living in Leeds feel at first?
3 In the speaker's opinion which group of people does Leeds really appeal to?
4 Why might speaker 1 move to London in the future?
5 Speaker 2 describes his country setting as _____ ?
6 What's great about looking out of the window for speaker 2?
7 Speaker 2 says that outings such as going to the cinema can't be done *'on the _____ of the _____'* What does he mean by this phrase?
8 How does everything seem for speaker 2 when he goes to cities now?
9 Are the following statements from speaker 3 true or false?
   a her flat is the upper half of a house that's been converted. ___
   b the trains that run nearby her flat make a lot of noise during the day and at night. ___
   c There's not enough nice things to do and see in the city. ___
   d She doesn't go to the museums and theatres as much as she used to. ___
10 Which one of the following does speaker 4 *not* mention about living in the country?
   freedom fresh air no noise wildlife
11 Does she have next door neighbours?
12 How does speaker 4 describe her journey home?
13 Fill in the gaps in speaker 4's final sentence:
   'I _____ going back to a town.'

After watching

3 Discuss.

All the speakers feel that when they are older they'll live in the country (if they aren't already). Why do you think this is?

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4 From rags to riches

FILM BANK

Before watching

1 Underline the correct word in the following sentences:

a I *don't get/have* enough money to go away this weekend.
b I've been advised to *use/have* my money wisely.
c That coat is great *value/worth* for money.
d He *ran/walked* out of money last night.
e I want to have a job where I can *make/do* lots of money.
f We *invested/developed* some money in the stock exchange.

2 Discuss.

Do you know anyone that was very poor and became very rich? What sort of jobs or activities do people need to do to get very rich? List three of your ideas below:

1 _____

2 _____

3 _____

While watching

3 Watch the film and complete the sentences.

a Racing's not quite _____ out here.
b Fate _____ me the one _____ essential to the _____ of all my plans.
c _____ merely a_____ among all those 1000s who _____ every morning into the city.
d I was in the _____ position of having a fortune literally_____ my _____ .

4 Watch the film and correct the factual mistakes in the sentences below.

1 It's the visitor's second visit to South America and he doesn't want to stay any longer.
2 The man thinks it's a pity his companion can't stay until Saturday as he has a horse in the Jockey Club stakes.
3 The man describes his year as one super year.
4 He was beginning to think he might achieve it.
5 He lost sight of his goal.
6 Most men who long to be rich believe they will achieve it.

After watching

5 The main character supervised the deliveries of bullion from the gold refinery to the bank. How do you think this job helped him to get rich? Compare your ideas with your partner.

6 If you were very rich, is there another country you'd choose to live in because of the lifestyle? Compare your ideas with your partner.

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Before watching

1 Match each definition below with a word or phrase from the box.

sequel was dubbed chapter
was written by soundtrack plot

a the set of connected events that a story/film is based on *plot*
b a book, film or play that continues the story of an earlier one _____
c the original spoken language of a film or television programme was changed into another language _____
d was created by _____
e the recorded music from a film _____
f one of the parts into which a book is divided _____

2 *Casablanca* is described by one of the speakers as a 'classic' film. What makes a film a 'classic'? With your partner, list four other classic films.

While watching

3 Watch the first part of the film and complete the sentences below.

1 It's set in World War II and there's lots of political _____ .
2 It's set in the 1940s in a _____ in _____ .
3 It's a _____ drama.
4 I think probably the most _____ _____ are … .
5 'Is that cannon fire or is it my _____ _____ ?'
6 There is a wonderful time when a girl _____ to _____ with the Humphrey Bogart character … .
7 'That was so _____ I can't _____ .'
8 'That's so far into the future I _____ make _____ .'

4 The following sentences all appear in the film trailer. Number them 1–8 according to the order you hear them.

a Isn't it about time we play it again? ___
b Ingrid Bergman is Ilsa, the last woman he ever expected to see. ___
c If you knew how much I loved you, how much I still love you. ___
d He's travelling with a lady. ___
e You have to think for both of us. For all of us. ___
f I stick my neck out for nobody. ___
g There is a man arrived in Casablanca on his way to America. ___
h That is my least vulnerable spot. ___

After watching

5 Think of a film you have seen recently, and use some of the phrases from Ex.3 to describe it to your partner, without using the film's name.

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FILM BANK

Before watching

1 Complete the sentences with a word or phrase from the box.

package holidays	cruise	unforgettable journey
local culture	safari	sightseeing tours

a I'd never go on a _____ because I get seasick very easily.
b I'd love to go on a _____ to see animals in their natural habitat.
c We think _____ _____ are great because everything is organised for you.
d _____ _____ are a great way to see local places of interest.
e It's wonderful to experience _____ _____ on holiday.
f My trip to the Pyramids in Egypt was a truly _____ _____ journey.

2 Discuss in pairs.

1 *Who would be your ideal companion for your dream holiday?*
2 *Why have you chosen this person?*
3 *Where would you go with your ideal companion?*
4 *What type of holiday would you choose?*

While watching

3 Watch the film and mark the sentences below *T* (*true*) or *F* (*false*). Correct the sentences which are false.

1 One of the fastest growing holiday activities is diving. ___
2 In the Maldives, you can train to be a scuba diver in less than two weeks. ___
3 In a single dive you can see fish in every colour of the rainbow. ___
4 In New Zealand hiking is called tramping. ___
5 You can follow trails in New Zealand across the magnificent Northern Alps. ___
6 Paths lead through recently developed forests and around deep lakes. ___
7 Travelling south down the River Nile is like sailing back in time. ___
8 The scenery along the river bank has changed a lot in thousands of years. ___
9 *Falukas* carry silks, spices and tourists to the Egyptian markets. ___
10 You can watch the sun rise across the Sahara. ___

After watching

4 Choose one of the places described in the film.
Imagine you are on holiday there and write a short postcard to a friend at home describing the area and what you're doing. Write five or six sentences.
Exchange postcards with your partner. Does the holiday sound like fun?

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Before watching

1 Replace the underlined word in the phrases a–h below with a word from the box.

only busy stayed saying free aim notable concentrated

a most distinctive buildings
b has remained as it would
c strictly for male students
d very intense course
e there's an expression
f spare time
g social life is very active
h its purpose

2 Discuss the following questions in groups. Give reasons for your answers.

1 *Are there any notable buildings in your country? What is the oldest university?*
2 *Are any of the university colleges in your country for males or females only? Are they popular? Do you think they are a good idea?*
3 *Why is it a good idea for students to have enough free time?*

While watching

3 Watch the first part of the film and choose the correct alternative in the following sentences.

1 Corpus Christi was founded in *1352/1370.*
2 Corpus Christi decided to admit women students in *1980/1988.*
3 All the other courts have *been rebuilt in current style/remained in medieval style.*
4 Christopher Marlowe was a *playwright/poet.*

4 Watch the film and answer the following questions.

1 Are there more men than women studying at Cambridge today?
2 The first student to talk about Cambridge says that it has a very good _____ reputation. What's the missing word?
3 Which subject does student two say Cambridge is the best university for?
4 What does student three think is the advantage of the college structure?
5 Student four is working hard studying management studies for one year on a very intense course. What helps him get through the year?
6 What is the expression which applies to Cambridge according to one of the towns people?
7 What are some of the high tech subjects taught at the new colleges?
8 What is the name of the river that flows through Cambridge?
9 What else is there apart from the work for students in Cambridge?
10 The narrator ends by saying that Cambridge still has the same purpose as it did centuries ago? What is this?

After watching

5 Discuss the following questions with your partner.

1 *Have you been/would you like to go to university? What did/would you study?*
2 *How important is a balance between academic life and social activities at university?*

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Before watching

1 Choose the correct alternative in each of the following sentences.

a It *makes/time for* a change to have a day out.
b Shall we do something different *make a change/for a change*?
c We had a change of *heart/head* over our plans to move.
d It's time *for/to* a change I think.
e The situation is worse. It has *improved/deteriorated.*
f Things are *still/even* the same.

2 Guess the answers to the following questions before you watch the film.

1 *How much time in total will we spend eating during our lifetime?*
2 *How often will we learn a new word in the first ten years of our lives?*
3 *By the age of twenty-one, how many people can each of us name?*
4 *How many times will each of us fall in love?*
5 *How much time in total will each of us talk for during our whole life?*

While watching

3 Watch the film and answer the questions.

1 How many eggs and how much chocolate will Charlotte consume?
2 How far will she crawl before she reaches the age of two?
3 How many times will her heart have beaten by the time she's ten?
4 Will she grow twenty-eight or thirty-eight metres of fingernails?
5 At 21, will she have breathed 3.5 million or billion balloons of air?
6 Everyday she'll produce 20 billion new red blood cells. True or false?
7 How many grandchildren will she have?
8 Will two or three of her eight great grandchildren remember her name?
9 What is the life expectancy in France, North America and Africa?
10 When she dies, how many kilometres will she have walked?

After watching

4 What is the noun form of the following verbs? Use your monolingual dictionary to help you.

1 achieve _____ 4 breathe _____
2 consume _____ 5 produce _____
3 grow _____ 6 marry _____

5 Think about your own life. Write a sentence about yourself using each verb from Ex.5. Use future forms to express hopes for the future.

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Before watching

1 Discuss.

What is your ideal job working environment? Think about the following – manager, clothes, working hours, colleagues, training – and write a few sentences to summarise your views.

While watching

2 Watch the film and answer the questions.

1 Where is the ideal workplace in the extract located?
2 In the opening line of the extract which word is used to describe the type of workplace that Richard Semler has created?
3 Friday is described as a 'good example' of the way the office works. Why?
4 What exactly is Richard buying from his employees?
5 Which of the following phrases is used to describe the employees?
a *grown down* b *grown up* c *grown to*
6 Employees can start work when they want to. True or false?
7 They aren't allowed to choose their bosses or set their own pay. True or false?
8 How does Richard think the employees should see their working lives?
9 Is what Richard is doing described as new stuff or old stuff?
10 What is revolutionary about what Richard is doing?
11 How much does the company turn over a year these days?
12 What type of control was operated when Richard took over from his father? How do you think this is different to how the company is run now?
13 Richard reorganised the workforce into small autonomous teams. What do you think autonomous means here?
14 The autonomous teams were divided into teams of a dozen. How many in a dozen?
a 10 b 12 c 14
15 Richard started his new approach by giving employees choices on simple things such as?

After watching

4 Match the verbs to their correct meanings.

1	Turn over (money)	a	expand your viewpoint
2	Take (sth) over	b	manage (sth)
3	Reorganise	c	make someone answerable for something
4	Give someone responsibility	d	change of leadership
5	Broaden your way of thinking	e	the money a company makes

5 Now use the verbs to write a paragraph describing how you would manage a small team of designers. You are their new boss! Be as creative and imaginative as you like and list some of the goals you would have.

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Before watching

1 Think of your modern day icon. What field does this person work in? Why do you think they are an icon? Use at least five of the words in the box below to describe your icon and reasons for choosing this person.

determined	encourage	inspire	be involved in
talented	brilliant	brave	dedicate (one's life)

2 Discuss in groups.

1 *Do you like modern art? Have you seen any of Frida Kahlo's paintings or seen the Hollywood film of her life story? What did you think?*

2 *Rosa Parks spoke publicly against injustice and by doing so segregation on buses was banned. Are there any injustices in today's world, in your country, town that you would like to see disappear? Why?*

While watching

3 Watch the film and complete the sentences.

1 Frida Kahlo was the subject of a _____ Hollywood film.
2 Her works are _____ by Madonna.
3 But Frida had incredible _____ .
4 She developed a _____ personal style.
5 Frida produced _____ paintings.
6 Rosa refused and was _____ $14.
7 The black population of Montgomery_____ to use the buses and _____ to work or got _____ from friends.
8 Martin Luther King helped organise the _____ .
9 … both he and Rosa became national _____ .
10 After thirteen months the _____ of segregation on buses was defeated.
11 Marilyn Monroe was _____ that because of her looks no one would take her seriously.
12 But during her _____ , she became the _____ movie star.
13 _____ and then appeared in _____ films.
14 Her mother had mental problems and she was _____ in foster homes and orphanages.
15 Marilyn was a celebrity who suffered from the _____ of her privacy.

After watching

4 Discuss the following with your partner

1 *Marilyn Monroe's privacy was affected by her celebrity status. Do you think celebrities' privacy in the 21st century has improved or become worse? Give some examples.*

2 *In the world of politics, the arts, business, sport, charity or media can you think of anyone today who could be described as an icon? Why would you describe this person as an icon?*

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Teaching notes

Unit 1 Best friends

OPTIONAL WARMER
Write these five words and phrases on the board; *good listener, reliable, good sense of humour, generous, interesting*. Ask Ss to number them from 1–5 starting with 1 as the most important quality of a friend. Ss compare answers with their partner.

Before watching

1➤ Ss work in pairs, matching the phrases. Check the answers with the class.

Answers:
1 d 2 c 3 g 4 e 5 f 6 b 7 a

2➤ Ss discuss the questions with a partner. Get feedback.

While watching

3➤ Give Ss a short time to read the questions. Then play the first film extract and allow Ss to take notes.

➤ Ss watch the extract again, pausing where necessary, to check their answers. Elicit the answers from the class.

Answers:
1 *So what?* – the man means who cares? This doesn't matter, it's not important. 2 They're drinking milk and they're sharing because they only have one glass with two straws. 3 *Roses are red, candy is sweet, this is something I send you to eat.*

4➤ Give Ss time to read the questions. Then play the second extract, pausing for Ss to answer the questions.

➤ Watch the extract again for Ss to check their answers. Elicit the answers from the class.

Answers:
1 b 2 The fact that the boy says his brother is bigger than the two men is suggesting that the brother might physically harm the men if they don't get the ball.
3 b 4 Suicide. He suggests this because people can commit suicide by jumping from a high building.
5 His wife might be furious that he took such a risk climbing up to get the ball, and she might get so angry that he actually does feel like committing suicide!

After watching

5➤ Ss discuss the questions in small groups.

➤ Encourage Ss to think about how they would react in both situations. Get feedback from the whole class.

OPTIONAL EXTENSION
Ss work in pairs to predict what happened next in each story. Ask various Ss to present their ideas to the class.

Unit 2 Breaking news

OPTIONAL WARMER
Write *World Headlines* on the board. In pairs Ss write five world headlines which have been recent news stories. Elicit answers and write them on the board.

Before watching

1➤ Ss work in pairs to complete the sentences with the words or phrases in the box. Check answers with the class.

Answers: a main stories b headlines c reviews d online news e broken the record f journalists

2➤ Ss discuss the questions with a partner. Get feedback.

While watching

3➤ Ask Ss to read the questions.

➤ Watch the first report, pausing for Ss to find the answers.

Answers: 1 danced/liberated 2 clambered 3 visa 4 It is a powerful and effective symbol, both physically and psychologically

4➤ Give Ss time to read the questions in pairs. Encourage them to help each other with any difficult vocabulary.

➤ Watch the second report, pausing for Ss to find the answers. Then replay the extract again for Ss to check answers.

Answers: 1 democratic 2 all their lives 3 b 4 The dove

5➤ Ss read the statements 1–4 and decide if they are true or false. Ss then mark the statements (*T*) if true and (*F*) if false.

➤ Watch the final report for Ss to check answers.

Answers: 1 F The *last* rays of the sun disappeared 2 T 3 F The heavens delivered *much less than expected* thanks to the weather 4 T

After watching

6➤ Ask Ss to write their own paragraph describing a piece of news they discussed in Ex. 2, using the reports they have just seen as a model. If you have time, replay the film to help.

7➤ Encourage them to exchange stories at the end and read each other's through, correcting where necessary.

OPTIONAL EXTENSION
Ss imagine that they were actually present at one of the film events. They interview a bystander asking them five questions. The bystander is their partner and can answer using their imagination and the facts from Ex. 3-5.

Unit 3 City or country?

OPTIONAL WARMER

Write *city* and *country* on the board. Ask Ss which kind of people they think prefer the city and which kind prefer the country. Ask for class feedback.
After Ss have watched the film, ask them if they think the speakers seem like typical country or city types.

Before watching

1➤ Give Ss a short time to study the words. Then in pairs Ss fill in the chart. Check the answers with the class.

➤ Add to the list any extra vocabulary from the Ss, and encourage them to record this too.

Suggested answers:
City – music venues, everything at your fingertips, big nights out, clubs, museums, theatre
Country – rural, slow pace of life, cottage, wildlife, fresh air, no noise, relaxation, stress free

While watching

2➤ Give the Ss a short time to read the questions.

➤ Play the film stopping at the end of each speaker.

➤ Replay the film to allow Ss to check answers.

Answers: 1 access 2 quite overwhelming 3 students 4 it has a more diverse population 5 idyllic 6 seeing wonderful birds and mammals 7 on the *spur* of the *moment;* he means that decisions to go to the cinema etc have to be made in advance, not spontaneously/on the spur of the moment 8 everything seems very fast 9 a F It's lower b T c F There's just lots of nice things to do and see d T 10 wildlife 11 No, she is surrounded by fields, and lives quite a way off the village. 12 stress free 13 I *can't see myself* going back to a town.

After watching

3➤ Ss discuss the questions. Get feedback from the class.

OPTIONAL EXTENSION

Writing activity: A very stressed group of city workers seriously need a good relaxing weekend break. They are all friends – there are three women and two men. Plan a relaxing weekend for them in the country.

Ss decide on the type of accommodation they stay in, the food they eat and the activities and pursuits they can enjoy to wind down.

This can be homework if time is short or a fun classroom activity with Ss working together to plan the weekend.

Unit 4 From rags to riches

OPTIONAL WARMER

Ask Ss what they would do if they suddenly got rich. Which three things about their life would they change?

Before watching

1➤ Ss read the sentences and work with a partner to select the correct word. Check the answers with the class.

Answers: a have b use c value d ran e make f invested

2➤ Ss discuss the questions. Elicit some of the ideas from the Ss and write them on the board.

While watching

3➤ Ask Ss to predict words they think could fit in the gaps

➤ Play the film through allowing Ss to make notes.

Answers: a straight b denied / contact / success c nonentity / flock d unique / within / grasp

4➤ Give Ss time to read the incorrect statements.

➤ Watch the film, pausing where necessary for Ss to make their corrections to the sentences.

➤ Replay the film for Ss to check their answers to Ex. 3 and Ex. 4. Elicit answers from Ss.

Answers: 1 It's his *first* visit to South America and he wishes he *could* stay longer. 2 He thinks it's a pity his companion can't stay until *Sunday* as he has a horse in the jockey club stakes. 3 He describes his year as one superb year. 4 He was beginning to think he'd *never* achieve it. 5 He never quite lost sight of his goal. 6 Most men who long to be rich know inwardly that they will *never* achieve their ambition.

After watching

5➤ At the end of the film, Ss are left not knowing but perhaps having a few ideas as to how the main character achieved his wealth. Ask Ss to think about how this job enabled him to get so rich. Give Ss time to compare their ideas in pairs before asking them to share their views with the class.

6➤ Ss discuss the questions in pairs. Get feedback from the whole class.

OPTIONAL EXTENSION

Ss did some work on opposites in Lesson 4.3. List the following adjectives from the film and ask Ss to use their monolingual dictionary to find the opposites: pleasant, generous, superb, success, unique, essential, believe, inwardly.

Unit 5 Favourite films

OPTIONAL WARMER
Write *Casablanca, film, Ingrid Berman, Humphrey Bogart* on the board. Elicit other words Ss associate with the film and write them on the board. Divide Ss into groups and ask them to write three short sentences promoting the film using some of the words on the board. Ask each group to read their best sentence to the rest of the class.

Before watching

1➤ Ss work in pairs to match the definitions with the words.

Answers: a plot b sequel c was dubbed d was written by e soundtrack f chapter

2➤ Ss work in pairs to define a classic. Ss then list four examples of classic films. Check answers with the class.

Suggested answers: Definition: a *classic* is a film that is important and has been popular for a long time. Other classics are: *Chitty Chitty Bang Bang, Spartacus, Ben Hur, The Magnificent Seven, The Good, the Bad and the Ugly, The Great Escape, Titanic, Gone with the Wind.*

While watching

3➤ Give Ss to read through the sentences, thinking about what might fit into the gaps.

➤ Play the film to the end of the four speakers talking, pausing for Ss to complete the sentences.

➤ Replay the same film section without pausing, for Ss to check their answers. Elicit answers from the whole class.

Answers: 1 goings on 2 bar, Morocco 3 romantic 4 famous lines 5 heart pounding 6 comes, meet 7 long ago, remember 8 never, plans.

4➤ Divide the class into pairs and ask Ss to order the sentences in the sequence they appear in the film trailer.

➤ Play the second clip (the film trailer) through once for Ss to order the sentences.

➤ Watch this part of the film again to check the answers.

Answers: a 8 b 4 c 5 d 3 e 6 f 1 g 2 h 7

After watching

5➤ Ask Ss to write a description of a film they have seen recently using phrases from Ex. 2 and Lesson 5.2.

➤ Ss take turns to read their descriptions to their partner who tries to guess what the film is.

OPTIONAL EXTENSION
Ask Ss to prepare a mini film review using their notes from Ex.5 as a starting point. In the next class, form groups and have Ss tell each other their film reviews.

Unit 6 Dream holidays

OPTIONAL WARMER
Write the table on the board and ask Ss to fill in five places for each column. One place can appear in more than one column. Ask Ss to compare their results. Get class feedback.

Beach holiday destinations	*Historical and cultural holiday destinations*	*Hills, mountains, lake and forest destinations*

Before watching

1➤ Ss work in pairs to complete the sentences with the words or phrases in the box. Check answers with the class.

Answers: a cruise b safari c package holidays d sightseeing tours e local culture f unforgettable journey

2➤ Ss discuss the questions with a partner. Get feedback.

While watching

3➤ Ss read the statements 1-10, and decide if they are true or false.

➤ Play the film through without pausing for Ss to mark the statements (*T*) if true or (*F*) if false.

➤ Replay the film for Ss to check answers and correct the false sentences.

➤ Give Ss time to compare their answers in pairs before checking the answers with the class. Encourage Ss to explain any difficult vocabulary to each other before doing so yourself.

Answers: 1 T 2 F less than a week 3 T 4 T 5 F Southern Alps 6 F paths lead through ancient forests 7 T 8 F the scenery has changed surprisingly little 9 T 10 F you can watch the sun go down across the Sahara

After watching

4➤ Ss choose their favourite holiday destination from the film. Ss look back at unit 6 from the SB for descriptive vocabulary to help with their postcards. Give Ss time to write the postcards. Go around the class, correcting errors.

➤ Ask Ss to exchange their postcards with their partner's. Ss read the new postcard and ask follow-up questions.

OPTIONAL EXTENSION
Ss choose a place in their own country and note down five or six reasons why it would make a good holiday destination. Does it have dream holiday potential? This can be an oral activity rather than a written one to give Ss practice describing places orally.

Unit 7 Cambridge

OPTIONAL WARMER

Ss work in pairs to name at least ten university towns in the UK. Examples: Belfast, Birmingham, Brighton, Bristol, Cambridge, Cardiff, Dublin, Durham, Edinburgh, Exeter, Glasgow, Oxford, Hull, Leeds, Norwich, Manchester, etc.

Before watching

1➤ Ss read the phrases and replace the underlined word with a word in the box. Check the answers with the class.

Answers: a notable b stayed c only d concentrated e saying f free g buy h aim

2➤ Ss discuss the questions in groups of three or four. Encourage them to give reasons for their answers. Then get feedback from the whole class.

While watching

3➤ Ss read the statements. Encourage Ss to explain any difficult words first, before doing so yourself.

➤ Play the film through to the end of the first speaker, pausing if necessary for Ss to circle their answers.

➤ Play this section again for Ss to check their answers.

Answers: 1 1352 2 1980 3 have been rebuilt in current style 4 playwright

4➤ Give Ss time read the questions.

➤ Play the film without pausing, allowing Ss to make notes.

➤ Play it through once again for Ss to check their answers.

➤ Give Ss time to compare their answers before checking them with the whole class.

Answers: 1 No, it's more or less equal 2 international 3 medicine 4 The colleges are quite small so it's easy to get to know everyone. Also the colleges arrange all tuition for the students 5 The fact that there are lots of holidays 6 town and gown 7 Molecular Biology, Physics and Computing 8 Cam 9 an active social life; sport, drama, university societies 10 to provide the best possible education to its scholars.

After watching

5➤ Ss discuss the questions. Get feedback from the class.

OPTIONAL EXTENSION

Ss write a mini description of the oldest university in their country mentioning academic life and other activities available for Ss.

Unit 8 From cradle to grave

OPTIONAL WARMER:

Write *From cradle to grave* on the board. Ask Ss to write down ten facts that might be talked about under this heading. Allow Ss to work in pairs. Get feedback.

Before watching

1➤ Ss read the sentences and choose the correct alternative. Elicit answers from the class.

Answers: a makes b for a change c heart d for e deteriorated f still

2➤ Ss guess the answers to the questions 1–5. Ask Ss to compare their answers with a partner. Get feedback.

➤ Write some of their figures on the board so Ss can compare their predictions with the facts in the extract.

Answers: 1 3.5 years 2 a new word every 2 hours 3 2,000 people 4 twice 5 12 years

While watching

3➤ Play extract through pausing a couple of times so Ss can absorb the figures as some figures closely follow each other. Play the whole extract for Ss to check their answers.

Answers: 1 7,300 eggs and 160kg of chocolate 2 150km 3 368 million times 4 28 metres 5 3.5 million 6 False. She'll produce 200 billion new red blood cells everyday 7 4 8 2 9 82, 80 and 55 respectively 10 22,000km

After watching

4➤ Ask Ss to form the nouns from the verbs 1–6. Tell Ss they can use their he monolingual dictionaries or the word building lists from the vocabulary page in unit 8. Elicit the answers.

Answers: 1 achieve / achievement 2 consume / consumer 3 grow / growth 4 breathe / breath 5 produce / production 6 marry / marriage

5➤ Ss write sentences about their lives using the verbs and nouns from Ex. 5. Tell them they must use a verb or noun from each number. Go around the class, correcting any errors.

➤ Allow Ss to compare answers before getting feedback.

OPTIONAL EXTENSION

Ss look back over the facts they have learnt from the film. Ask Ss to work in groups and decide if there are any areas they think will change in the future, e.g. will we eat less chocolate? spend less time on the phone and text more? watch less TV? work less? Obviously the biological facts won't change, but get Ss to think about people's eating habits, lifestyles, etc. Get feedback.

Unit 9 The ideal workplace

OPTIONAL WARMER
Write *ideal job* on the board. In pairs, Ss decide on five well-known people who have an ideal job. Ss explain why these people have good jobs. Get class feedback.

Before watching

1➤ Ss discuss Ex.1 in groups. Go around the class correcting any errors. Get feedback by asking each group to present a summary of their discussion.

While watching

2➤ Give Ss time to read the questions 1–5. Ask Ss to predict the answers with a partner.

➤ Play the film through until … 'choose what uniform', pausing if necessary for Ss to make notes.

➤ Replay the same section of film for Ss to check answers.

Answers: 1 It's in the 3rd largest city on earth 2 unusual 3 half the office is empty and this shows flexibility 4 talent 5 b 6 true 7 false; they can choose their own bosses and set their own pay. 8 as seven-day weekends 9 old stuff 10 There is nothing revolutionary about what he's doing; what's revolutionary is the fact that he's actually *doing* it. 11 over a 100 million pounds 12 There was a stern top-down control i.e. the employees had to do what they were told by their managers/bosses without discussion. Richard has created an open atmosphere where employees have more control over their working conditions. 13 Teams now have responsibility for running everything in their area as they see best. 14 b 15 choosing what uniform they wanted to use

After watching

4➤ Ss match the verbs 1–6 with the meanings a–f. Allow Ss time to compare their answers with a partner before eliciting answers. Encourage Ss to self-correct before doing so yourself.

Answers: 1 e 2 d 3 f 4 c 5 a 6 b

5➤ Ask Ss to read the task and give them a few minutes to prepare. Tell them to imagine themselves in a practical work situation.

➤ Ss work in pairs to compile a paragraph describing how they would manage a small team of designers.

➤ Regroup the Ss so two pairs are working together. Ask Ss to compare their ideas before getting feedback from the class.

OPTIONAL EXTENSION
Ask Ss to role-play the situation described in Ex.5. Divide the groups into As, Bs, Cs and Ds. Ss As are the manager who is putting their ideas to the team. Ss Bs, Cs and Ds are the designers. Ask the groups to act out their role-play to the rest of the class.

Unit 10 Icons

OPTIONAL WARMER
Write the following question on the board: *What type of people become icons?* In pairs, Ss think of the personality types and also the interests of these people. Ask the pair to regroup with another pair to compare their ideas. Get feedback from the class.

Before watching

1➤ Ss decide on their modern-day icon from any field of their choice.

➤ Give Ss time to write a few sentences describing their icon using the vocabulary listed. Ask Ss to compare descriptions with a partner. Encourage Ss to correct each other's work before doing so yourself.

2➤ Ss discuss the questions 1–3 in pairs. Get feedback from the whole class.

While watching

3➤ Get Ss to read the questions and predict what the missing words could be.

➤ Play each film extract and pause after each icon so the Ss can make notes.

➤ Play the film through once again so that Ss can check their answers.

Answers: 1 major 2 collected 3 courage 4 unique 5 unforgettable 6 fined 7 refused / walked / lifts 8 protests 9 heros 10 policy 11 worried 13 lifetime / biggest 13 thirty 14 brought up 15 invasion

After watching

4➤ Ss discuss questions 1–2 with a partner.

➤ Encourage Ss to think of the ways being an icon can affect people's private lives using Marilyn Monroe's life as an example.

➤ Get class feedback on question 2 and write a list on the board of the class's choice of modern-day icons.

OPTIONAL EXTENSION
Get Ss to write a brief synopsis in the style of the film on their chosen icon. The synopses need to be approximately 100 words. If Ss need help with vocabulary tell them to refer back to Lesson 10.2. In the next class, ask Ss to exchange their synopsis with their partner's so they can correct each other's mistakes. If possible, display the synopses in the classroom.

Tests

Test A Units 1-5

Grammar

auxiliary verbs

1 Put the words in correct order to make sentences.

hasn't cinema time for to long he a been the.
He hasn't been to the cinema for a long time.

1 do what summer you did last?
_____?

2 home at cook do normally you?
_____?

3 place been this ever you to have?
_____?

4 nights go does friend Friday best on your where?
_____?

2 points

Present Perfect Simple and Past Simple

2 Complete the text with the correct form of the verbs in brackets.

Six years ago I *went* (go) to Düsseldorf in order to work as an au pair because I (1) _____ (always enjoy) working with children. At that time I (2) _____ (cannot) speak any German but I (3) _____ (learn) it in a short time thanks to the family I was living with. My stay in Germany was a long one and, ever since I (4) _____ (return) to England, I (5) _____ (work) as a translator. I (6) _____ (have) this job for six months now.

3 points

the passive

3 Complete the following sentences in either the active or passive form using a suitable tense of the verb in brackets.

This book was published (publish) only two months ago.

1 This shop _____ (rob) at least three times since the beginning of the year.

2 Every year natural disasters _____ (cause) terrible damage to the world.

3 This law _____ (change) by the government last month.

4 My friend _____ (offer) a promotion three times but prefers her present job.

5 This type of thing _____ (do) by our workers all the time.

6 The secretary _____ (organise) the last managers' meeting.

3 points

relative clauses

4 Underline the correct relative pronoun to complete these sentences.

This is the small town _____ I was brought up.
(a) which (b) where (c) that

1 Would the person _____ car is parked in front of the door kindly move it?
(a) who (b) which (c) whose

2 That was the moment _____ he started to feel really nervous.
(a) where (b) that (c) when

3 She always helps people _____ are less fortunate than herself.
(a) who (b) whose (c) which

4 It is a machine _____ is used for cutting paper.
(a) where (b) that (c) who

3 points

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talking about the future

5 Complete the sentences using the correct future form.

Did you know that we <u>are going to buy</u> a new house in the suburbs?

1 A couple from Leeds _____ (buy) our old cottage. It has all been arranged.

2 That's the doorbell. I _____ (answer) it.

3 Some time next year we _____ (build) a new fireplace for the living room.

4 Good lord! Is that the time? I'm sorry but I _____ (have) to go.

5 It's our anniversary tomorrow and we _____ (have) a big party at home. We have invited a lot of people.

6 We have quite a few problems to solve but I think everything _____ (be) okay.

3 points

comparatives and superlatives

6 Complete the text using a comparative or superlative form of the words in brackets.

I feel a lot *<u>more relaxed</u>* (relaxed) after my trip to Prague. In fact, it has probably been (1) _____ _____ (good) holiday I've had for a long time. This city has (2) _____ _____ (picturesque) architecture than most other places, although perhaps it is not (3) _____ _____ (easy) to live in as other parts of the country where life is (4) _____ _____ (peaceful). Although Prague can be a bit noisy with so many tourists, it is still a really fantastic place to visit.

2 points

modal verbs of obligation and prohibition

7 Complete the sentences using *must(n't), should(n't)* and *don't (doesn't) have to.*

You <u>don't have to</u> work long hours if you don't want to in this job and timetables are quite flexible.

1 You really _____ be good with people in order to be a good seller.

2 I know that your job is quite hectic so you _____ try to relax more at home.

3 You _____ come in here with your dog because it is strictly forbidden.

4 One of the best things about my job is that I _____ get up early every day.

5 As you have a headache, you _____ go out tonight.

6 We _____ wear a shirt and tie every day at work because our boss expects us to look smart.

3 points

First Conditional with *if/when/unless/ as soon as*

8 <u>Underline</u> the correct option in these sentences.

<u>If</u> /When you don't help me with this right now, I'll be annoyed.

1 I'll learn lots of Spanish *when/as soon as* I travel to Mexico next year.

2 I won't buy any food *unless/if* I start to feel hungry.

3 *As soon as/If* I get home this evening I'll call you.

4 *Unless/If* they run out of money, they will try to borrow some.

2 points

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Test A Units 1-5

Present Perfect Simple and Present Perfect Continuous

9 Complete the sentences with the correct form of the verbs in brackets (Present Perfect Simple or Continuous).

I have called (call) three clients today.

1 Michelle _____ (work) hard all afternoon and now she is exhausted.

2 How long _____ Derek _____ (play) badminton?

3 Now that I _____ (finish) my report, I think I can relax a little.

4 Ron _____ (have) an accident and that's why he wasn't in when you phoned.

5 I _____ (try) to contact her all day but it is impossible. Her line is always busy.

6 Cathy _____ (not speak) to Maria yet but she will as soon as she gets the chance.

3 points

gerunds and infinitives

10 Fill the gaps in the text with either the gerund or the infinitive form of the verb in brackets.

Although she can't stand *getting* (get) up early on Saturdays, Anna agreed (1) _____ (make) an exception and go mountaineering with us. I reminded her (2) _____ (set) the alarm clock as we all had to be up before 5a.m. We were all feeling excited about the trip, however, because we adore (3) _____ (be) out in the fresh air and we expected (4) _____ (see) some spectacular views.

2 points

Total: 20 points

Pronunciation

1 Underline the verb that is stressed (main verb or auxiliary) in these sentences.

Tony was bitten by a dog the other day.

1 Work on this project must be finished before the end of the month.

2 This criminal will be arrested soon.

3 These chairs are made in Italy.

4 This is proof that advertisements of this type can be effective.

5 These main headlines have been heard many times on the radio.

6 These ideas for new products were developed by two different companies.

3 points

2 Underline the stressed syllable in the following compound nouns.

double glazing

air conditioner	washing machine
mobile phone	central heating
alarm clock	answer phone

3 points

3 Put the words into the correct column in the table below.

take band bag card gate heart
park cap mail paint farm camp

/æ/	/eɪ/	/a:/
land	*game*	*hard*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 points

Total: 10 points

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Vocabulary

1 Complete the sentences with the correct preposition from the box.

in	on	about	at	for	to

I'm very worried <u>about</u> these exams.

1 I spent a lot of money _____ my car last year.

2 I am reading _____ the history of Russia at the moment. It's really interesting.

3 Janice is very good _____ playing tennis.

4 What is this machine used _____ ?

5 Michael is very interested _____ contemporary art and literature.

6 Our small society belongs _____ a much larger national association.

3 points

2 Complete the sentences by choosing the correct option (a, b or c).

He made <u>up</u> a good excuse for being late for the weekly meeting.
(a) up (b) of (c) with

1 After my holidays, I had to catch _____ a lot of work.
(a) up (b) with (c) up with

2 When I was a boy, I picked _____ a lot of useful things about carpentry from my father.
(a) out of (b) up (c) out

3 After two hours of hard thinking, Mary finally worked _____ the solution to the problem.
(a) out of (b) out (c) up

4 She told me that she had broken _____ her boyfriend last week.
(a) up (b) up from (c) up with

5 At the party we ran _____ food and drink so we had to buy some more.
(a) out of (b) up with (c) out from

6 We were talking for such a long time that we ended _____ missing the film.
(a) out (b) up with (c) up

3 points

3 Write the opposites of the following words.

lend/<u>borrow</u>

1 punishment/_____

2 buyer/_____

3 success/_____

4 produce/_____

2 points

4 <u>Underline</u> the correct option in these sentences.

When I was at the disco, someone <u>stole</u>/robbed my jacket.

1 Jerome *remembers/reminds* me of a famous American actor.

2 This evening I have to prepare for my *trip/travel* to London because my flight leaves at 7.45a.m.

3 I was at a party the other night and I enjoyed myself a lot. It was *fun/funny*.

4 She *told/said* me that I had to send my report by email to the office in Barcelona.

2 points

Total: 10 points

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Test A Units 1-5

Reading

1 Read the following newspaper article.

SCREAM STOLEN IN OSLO

Armed robbers stole *The Scream* and another masterpiece, *Madonna,* by the Norwegian artist Edvard Munch on Sunday during the daytime in an Oslo museum packed with terrified tourists.

A pair of masked robbers ran into the Munch Museum, threatened staff members with a handgun and forced people to lie down before grabbing both *The Scream* and *Madonna*.

Shocked tourists said they thought they were victims of a terror attack. The men pulled the masterpieces from the wall, walked out the front door and escaped in a black Audi driven by a man who had been waiting outside, police said.

'We're busy looking for clues,' Chief Inspector Kjell Pedersen said at a news conference. 'We don't know who did this.' The paintings were later cut from their frames, which were found smashed into pieces in an Oslo street. The car was separately found abandoned a few kilometres away.

Munch, a founder of modern expressionism who lived from 1863 to 1944, painted both works as part of a series about love, anxiety and death.

The paintings are among Munch's best-known and are worth millions of dollars. He actually produced several similar versions of both.

Art experts speculated that the thieves might demand a ransom from the government because the works were too well known to be sold on the open market. But Pedersen said, 'We have heard nothing'.

The police blocked off the museum, informed Interpol and alerted airports and border crossings. One of the thieves spoke during the robbery in the local tongue. No shots were fired; one guard was treated for shock.

'I saw one of the men put a gun right behind a guard's head,' said one of the witnesses, a sixty-three-year-old Texas businessman visiting Oslo. 'It took quite a while for the police to come.' Anna Lieherr, a twenty-two-year-old German student, was also a witness. 'Some people were lying on the floor,' she said. 'I don't know if they were forced to or were just scared.'

Another and perhaps better known version of *The Scream* was stolen from Norway's National Gallery in a break-in in February 1994 on the opening day of the Winter Olympics in Lillehammer. The government refused to pay a ransom, and the police caught the thieves a few months later, recovering the painting. Those thieves, including one who stole another Munch painting in 1988, were later released from jail.

One Norwegian art expert estimated that the version of *The Scream* stolen on Sunday would cost $60 million to $75 million if legally sold, and *Madonna* about $15 million.

2 Mark the following statements true (T) or false (F)?

There weren't very many people in the museum when the crime was committed. F

1 It was possible to describe the robbers' faces. ___
2 Four men participated in the criminal operation. ___
3 The thieves decided to keep the frames to protect the paintings. ___
4 Munch was one of the first ever expressionist painters. ___
5 The men responsible for the crime had demanded a lot of money from the government. ___
6 The police arrived at the scene immediately. ___
7 A 'witness' is a person who sees a crime being committed. ___
8 The people who were guilty of the 1994 robbery are still in prison. ___

8 points

3 Answer these questions.

Why were some tourists so frightened?
They thought that the robbers were terrorists.

1 Which word in the text means 'exceptional works of art'?
2 Why might the criminals want to demand a sum of money from the government for the paintings?
3 What did the police do after the crime?
4 Where do you think the thieves were from and why?
5 Who needed medical attention and why?
6 Why were people lying on the floor during the robbery?

12 points

Total: 20 points

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Listening

1 Mark these statements true (T) or false (F)?

The cottage's cellar will be used for storing wine. T

1 Mark's new cottage is in the centre of a town. ___

2 It won't be a big problem to travel to and from London for him. ___

3 He loves the scenery near the cottage. ___

4 He doesn't like the nightlife in London because it is too noisy. ___

5 Sylvia is quite happy to continue with her present lifestyle. ___

6 In the future she wants to invest money in property. ___

7 She doesn't like the idea of working long hours as she needs to have spare time. ___

8 She has an interview with a company that makes furniture for houses. ___

8 points

2 Answer these questions.

Which word does Mark use to describe the countryside near his new home and the lifestyle in big cities?
The countryside is unspoilt and the city lifestyle is hectic.

1 What is Mark's profession and what type of atmosphere does he need in order to work well?

2 In his opinion, what are the two main problems of living in a big city?

3 What expression does Mark use which means "I like it much more?"

4 What happened with Sylvia's boyfriend and when did it happen?

5 In Sylvia's opinion, what two aspects of someone's personality are necessary to be a salesperson?

6 When did she respond to the ad and when will her interview be?

12 points

Total: 20 points

Writing

Choose ONE of the following topics and write a composition of about 250-300 words.

1 In your opinion, what qualities must a person have to become a very good friend of yours? You can give examples of people you know.

2 Do you think that the media has too much power and influence in people's lives? Give examples.

3 If you could live in a different place, which city in the world would you choose and why?

4 Do you think people in today's society think too much about money and wealth? How important is this in our lives compared to other things?

5 What things do you like doing most in your spare time and why? Are there any new hobbies that you would like to take up?

15 points

100 points

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Test B Units 1-5

Grammar

Present Simple and Present Continuous

1 Complete the sentences with the correct form of the verbs in brackets. Choose either the Present Simple or Present Continuous.

I don't understand (not understand) this lesson very well.

1 I can't speak to you now because I _____ (work) on a very urgent document at the moment.

2 Yes, now I _____ (remember) exactly what happened.

3 From time to time we _____ (climb) mountains to the north of our city.

4 I definitely _____ (not want) to lose touch with my ex-classmates.

5 Mary _____ (do) a computer course because she needs it for her job.

6 I _____ (think) that Hitchcock was a truly wonderful film director.

3 points

Present Perfect Simple and Past Simple

2 Complete the sentences with either the Present Perfect Simple or the Past Simple using a suitable verb of your choice.

When he was alive, my grandfather made some beautiful wooden ornaments.

1 All my life I _____ to Rolling Stones records. They're the best.

2 The other day I _____ a window in my house and my dad was furious.

3 Paul _____ volleyball since he was a small child.

4 We _____ in Canada for six years but last month we came back to Britain permanently.

2 points

relative clauses

3 Complete the text with an appropriate relative pronoun.

This is the place *where* the crime was committed. At the time (1) _____ the body was found by two joggers, the police were quickly informed. Three suspects (2) _____ were seen in the area late yesterday evening are being questioned. The woman (3) _____ husband was killed is being comforted by relatives and the weapon (4) _____ was used to murder the victim still hasn't been found.

2 points

Past Simple and Past Continuous

4 Complete the sentences with the correct form of the verbs in brackets. Choose either the Past Simple or the Past Continuous.

1 I _____ (meet) my wife for the first time when I _____ (live) in Belgium.

2 While I _____ (walk) along the road last night, I _____ (see) a terrible car accident.

3 Then he _____ (sit) down at the table and _____ (open) the newspaper.

3 points

comparatives and superlatives

5 Complete the sentences using the information below.

James: 66kg Gordon: 63kg Don: 66kg Ken: 81kg

Gordon is not as heavy as Don.

1 Ken is _____ _____ James.

2 Gordon is _____ _____ of the four men.

3 Ken isn't as _____ _____ the others.

4 James is as _____ _____ Don.

2 points

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future possibility

6 Rewrite the sentences using the words in brackets without changing the meaning.

It is possible that I won't be able to go to the party tonight. (might not)
I might not be able to go to the party tonight.

1 Mr. Peterson is certain to become the new sales manager.

(will definitely) _____
_____.

2 I possibly won't arrive on time because I am very busy.

(may not) _____
_____.

3 I'm almost 100 percent certain that it will rain later this evening.

(probably) _____
_____.

4 A friend of mine has a reasonable chance of becoming the university chess champion in the future.

(could) _____
_____.

5 It's quite possible that I will have to take the bus to get to work tomorrow.

(might) _____
_____.

6 My aunt's horse 'Bad Boy' is a strong favourite to win this race.

(will probably) _____
_____.

3 points

question tags

7 Use the correct question tag to complete these sentences.

Perry Como was a very famous singer, wasn't he?

1 Jennifer goes swimming twice a week, _____ ?

2 You couldn't finish that last job on time, _____ ?

3 They must get up at six o'clock every morning, _____ ?

4 You didn't go out last night, _____ ?

5 We have run out of money, _____ ?

6 They will arrive there before ten o' clock tonight, _____ ?

3 points

First Conditional with *if/when/unless/ as soon as*

8 Fill the gaps in this telephone dialogue using *if, when, unless* or *as soon as.*

Jane: If you have time, Alan, can you pick up some bread from the bakery?

Alan: I'll try to darling but I'm extremely busy. (1) _____ I've prepared these documents, I have a meeting with my boss about a very urgent matter.

Jane: Okay. (2) _____ I get home I'll start preparing the dinner (3) _____, of course, you arrive before me. We're having spaghetti this evening.

Alan: That sounds good. (4) _____ my meeting is short, I'll be home some time before you and you'll have a nice, hot dinner waiting for you.

Jane: That's great darling. I have to go now. Good luck with your meeting.

Alan: Thanks darling. Bye.

Jane: Bye.

2 points

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gerunds and infinitives

9 Underline the correct option in the following sentences.

He forgot taking/to take his umbrella with him.

1 We usually manage *to finish/finishing* our dinner before our favourite TV programme starts.

2 I would really love *to go/going* to the theatre tonight.

3 She refused *accepting/to accept* the job offer because the salary was quite low.

4 I usually hate *travelling/to travel* to work on a Monday morning.

2 points

countable and uncountable nouns

10 Complete the sentences by choosing the correct option for these sentences (a, b or c).

We already have a lot of washing-up liquid at home so there is no need to buy more.
(a) much (b) a lot of (c) a few

1 I heard _____ news that petrol prices will continue to go up.
(a) a (b) any (c) some

2 I can't lend you any money now because I only have _____ left for myself.
(a) a few (b) not much (c) a little

3 She inherited _____ enormous amount of money.
(a) a (b) an (c) some

4 We are afraid we don't have very _____ information at the moment.
(a) much (b) much of (c) lots

5 My friend gave me _____ useful advice.
(a) a (b) an (c) some

6 It looks like we don't have very _____ time to finish the job.
(a) much (b) little (c) few

3 points

Total: 25 points

Pronunciation

1 Put these regular verbs in the past tense into the correct column in the table below.

stopped	needed	delivered	watched
pushed	committed	breathed	failed
defended	asked	pulled	waited

/t/	/d/	/ɪd/
liked	*loved*	*wanted*
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 points

2 Underline the stressed syllables in the following sentences.

We don't have to come.

1 You have to read this book.

2 We must see this film.

3 You shouldn't go out tonight.

3 points

3 Underline the syllable stress in these words.

punishment

consumer buyer reward

produce pollution success

3 points

Total: 10 points

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Vocabulary

1 Choose the correct option for these expressions.

To move/get lost

1 To *give/cause* damage.

2 To *return/take* to the sea.

3 To *take/give* first aid.

4 To *give/move* in with someone.

5 To *take/return* a break.

6 To *cause/take* a wrong turn.

3 points

2 Choose the most appropriate word (a, b or c) to complete the following sentences.

Sydney is a very modern city with many new buildings and very wide avenues.
(a) modern (b) quiet (c) cramped

1 I saw some really _____ views when I was driving through a mountainous region last weekend.
(a) lively (b) picturesque (c) enormous

2 Edinburgh is a really _____ city with its castle, palace and other beautiful old buildings.
(a) historical (b) unspoilt (c) dull

3 This small village has some very _____ but attractive customs and traditions. For example, the people always use an open fire to cook their meals.
(a) peaceful (b) old-fashioned (c) noisy

4 This seaside town is extremely _____ . Thousands of people from many different countries visit it every summer.
(a) mediocre (b) cramped (c) touristy

5 The room we rented was _____ . In fact, it was so small that the bed nearly filled the room.
(a) tiny (b) spacious (c) cosy

6 The pubs in this city are very _____ with bands playing live music and lots of people dancing.
(a) energetic (b) dull (c) lively

3 points

3 Fill the gaps in these sentences with a suitable word of your choice.

1 I've nearly finished this book. I'm already on the tenth _____ .

2 Spaghetti Bolonese is the most well-known _____ from Italy.

3 We were so happy with the quality of the service and food that we gave the waitress a generous _____ .

4 The _____ of this film contains music from several famous pop and rock groups from the nineties.

5 It is not very common that the _____ is better than the original film.

6 The best part of this film is the _____ . It is a fascinating story about how a young man investigates the mysterious disappearance of his father.

7 I saw some excellent acting at the Principal Theatre the other night. It was a great _____ .

8 In the restaurant last night, I felt so full after the main course that I couldn't eat a _____ .

4 points

Total: 10 points

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Test B Units 1-5

Reading

1 Read this text about a famous confidence trickster and answer the questions.

Joseph 'Yellow Kid' Weil was arguably the greatest conman in American history. He had a great understanding of human nature and was a genius for inventing elaborate schemes and games. He was a kind of Robin Hood who robbed the greedy and corrupt and gave to the people who could enjoy spending the money: himself and his friends.

Weil, whose nickname 'Yellow Kid' came from a cartoon character he loved, was the son of German-American grocers in Chicago. He dropped out of high school and his first job was as a messenger in a company full of dishonest people. When he asked them about their activities, they paid him to keep quiet. Many years later, he said the job taught him that cleverness and dishonesty paid a lot better than leading an honest life.

He began to cheat people at an early age by selling bottles of fake 'miracle medicine' as well as fake gold-framed glasses at expensive prices. As his confidence grew, he gradually developed more ways to cheat people using some very original ideas. At the horse races, for example, he worked with a made up brother-in-law, who was naturally also a conman, to gain people's confidence. Weil's racetrack victims were Chicago businessmen who were thought to have full knowledge of what they were getting into and the 'Yellow Kid' benefited from this legal situation.

Some years later, he became a self-made millionaire through dishonest dealings during the Florida land boom of the 1920s. After this he began to put adverts in newspapers to trick people across America promising to give people back $1,000, if they invested $100. As criminal law related to con artists was changing in Chicago, he did not advertise in local papers.

Later he opened a real bank which made enormous illegal profits by using false documents. Weil's bank manager escaped the anger of the victims by saying that a dishonest secretary had disappeared with all the money. He once said: 'the men I cheated were wealthy and also had a strong desire to gain money and didn't care how they got it.'

In his whole life he went to prison only twice and he completely reformed when he was around seventy as he didn't want to go back there again. In his old age, he had a very dignified and friendly manner although the police still didn't trust him. He lived to be very old and there is a photo of him at his 100th birthday party in which he looks rather skinny but extremely well-dressed. He finally died in 1976 and everyone agreed that the self-taught, endlessly imaginative and incredibly successful 'Yellow Kid' was a unique genius. The crime world will not see someone like him again.

2 Choose the correct option (a) or (b).

Weil was (a) definitely (b) possibly the greatest con artist in American history.

1 (a) He didn't finish his school education. (b) He obtained good school qualifications.

2 The glasses he sold were made of (a) gold (b) something that looked like gold.

3 In Chicago after the 1920's, it became (a) easy (b) difficult for Weil to cheat people out of money with confidence tricks.

4 He retired from crime because he (a) felt too old (b) didn't want to return to jail.

5 After he had stopped cheating people, the police (a) thought he was a nice person (b) continued thinking that he had criminal intentions.

6 When he was very old, he was (a) too thin (b) too fat.

6 points

3 Answer these questions using your own words if possible.

Why was Weil a popular figure? He robbed corrupt or greedy people and was generous to his friends.

1 Why was he called 'The Yellow Kid'?

2 Why did the people in his first job pay Joseph extra money?

3 At what moment in his life did Joseph Weil think that he would be better off being dishonest?

4 How did he make money dishonestly when he was young?

5 What excuse was given to customers in Weil's bank to explain why they had lost money?

6 Did he sometimes feel guilty about the people he cheated? Why/Why not?

7 Who taught him to become a confidence trickster?

14 points

Total: 20 points

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Listening

1 Mark the following statements true (T) or false (F).

Tracy and Geoff have similar hobbies. F

1 Tracy isn't very interested in her social life. ___

2 She does karate and goes jogging. ___

3 Geoff doesn't think he spends enough time with his daughters. ___

4 Tracy isn't married. ___

5 She thinks that she will possibly change in the future. ___

6 Geoff doesn't usually send emails. ___

7 He was visiting a website when he had a problem with the computer. ___

8 Geoff and Tracy feel that sometimes they don't have enough things to talk about. ___

8 points

2 Answer these questions.

How does Geoff describe himself as a person?
He is someone who needs to be with people.

1 Why does he speak a lot on the telephone?

2 Name two activities that Tracy likes doing at weekends.

3 Name two things that Geoff would like to do if he had more spare time.

4 When is the only time that Tracy reads anything?

5 What exactly happened to Geoff's computer and what does he plan to do?

6 What exact words does Geoff use to mean 'I think that is true'?

12 points

Total: 20 points

Writing

Choose ONE of the following topics and write a composition of about 250-300 words.

1 In your opinion, what qualities must a person have to become a very good friend of yours? You can give examples of people you know.

2 Do you think that the media has too much power and influence in people's lives? Give examples.

3 If you could live in a different place, which city in the world would you choose and why?

4 Do you think people in today's society think too much about money and wealth? How important is this in our lives compared to other things?

5 What things do you like doing most in your spare time and why? Are there any new hobbies that you would like to take up?

15 points

100 points

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Test A Units 6-10

Grammar

Past Perfect Simple

1 Choose the correct option to complete the sentences.

I didn't go to the cinema to see that film because I saw/<u>had seen</u> it before.

1 Then she *entered/had entered* the room and switched on the light.

2 We all got a surprise when the boss suddenly *appeared/had appeared*.

3 I went sightseeing in the city after I *checked/had checked* into my hotel.

4 When I got back to the pub I discovered that all my friends *went/had gone*.

5 She told me that she *was/had been* ill and that's why she didn't go on holiday last year.

6 We *arrived/had arrived* at the art gallery and then we began taking some photos.

3 points

articles

2 Fill the gaps in this text with *a, an, the* or leave the space blank (-).

One of <u>*the*</u> best holiday experiences I have ever had was when we went to Tikal in (1) _____ northern Guatemala three years ago. We met a very interesting American woman there who is (2) _____ archaeologist and she gave us a fantastic free guided tour of (3) _____ famous ruins, which included some impressive temples. The wildlife in the region is fascinating too and one of the first things we saw when we arrived was (4) _____ spider monkey happily swinging in the trees.

2 points

used to and *would*

3 Choose the correct options to complete the text.

When we were kids we <u>*used to*</u>*/would be/used* have a great time during our school summer holidays. We would (1) *go cycling/to cycle/cycling* in the countryside every morning and then we (2) *would having/would have/used to having* a picnic lunch. It was great to get home again in the afternoon, however, as I (3) *used to/got used to/would to* enjoy playing with my dog Sandy for hours and hours. In fact, at that time we (4) *would/used be/used to* have one dog and three cats.

2 points

modals of ability

4 Choose the correct option to complete the sentences.

I repeated that exam I failed and I *could/<u>managed to</u>/could to* pass it this time.

1 The wild animal attacked him but fortunately he *was/was able/could* to escape.

2 When I was very small I *managed to/was able to/couldn't* get good marks because I was easily distracted.

3 My mother has a great memory and when she was at school she *could to/knew to/managed to* learn very long texts by heart.

4 I *wasn't able to/can't /couldn't to* go to the party last night because I was feeling ill.

5 He tried very hard but he *was able to/managed to/didn't manage to* qualify for the semi-final.

6 Both of them are fast runners. Yesterday they *could/were able to/managed* complete 1,500 metres in less than four minutes.

3 points

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Second Conditional

5 Use the verbs in brackets to make Second Conditional sentences.

If you decided (decide) to retire early, you would be able to (be able to) relax and enjoy life for longer.

1 If you _____ (change) the password on your computer, you _____ (feel) safer.

2 There _____ (be) less starvation in the world if wealthier nations _____ (help) poorer countries more.

3 If you _____ (leave) your job, you _____ (have) no guarantees of finding another one quickly.

4 I _____ (travel) around the world if I ever _____ (win) a fortune.

5 If we all _____ (think) a bit harder, I'm sure we _____ (find) some solutions to these problems.

6 You _____ (have) a more tranquil life if you _____ (buy) bought a house in the country.

3 points

Third Conditional

6 Make Third Conditional sentences by combining the following pairs of sentences.

I didn't train well. I didn't win the match.
If I had trained well, I would have won the match.

1 Sharon ate too much chocolate. She felt bad later.

2 I said something terrible. My girlfriend stopped talking to me.

3 We didn't follow the signs. We got lost.

4 I shouted a lot to my friends inside the discotheque. I lost my voice.

2 points

reported speech

7 Convert the following into reported speech. Remember to use a pronoun after the verb *to tell.*

Ruth: 'My new job offers me a lot of perks.' (tell)
Ruth told us that her new job offered her a lot of perks.

1 Tony: 'Do you work a lot of overtime?' (ask)

2 Anne: 'I'm working some very irregular hours these days.' (tell)

3 Darren: 'We have been unemployed for nearly three months.' (say)

4 Lynn: 'I think they will win the elections.' (tell)

5 Scott: 'Did you get a pay-rise yesterday?' (ask)

6 Cathy: 'I must get a couple of good references before I can apply for this job.' (say)

3 points

past obligation/permission

8 Choose the correct option to complete the sentences.

We could/had to/were allowed to work very hard when we were younger. (It was necessary)

1 We *couldn't/hadn't to/didn't have to* wear jeans to school. (It was not permitted)

2 In my last job I *wasn't allowed to/couldn't/didn't have to* get the bus every morning because my colleague had a car. (It wasn't necessary)

3 When I was a kid, I *could to/was allowed to/had to* cook some simple dishes in the kitchen. (It was permitted)

4 She *had to/could/must* be good with figures in order to get that job last year. (It was necessary)

2 points

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Test A Units 6-10

I wish/if only

9 Complete the sentences with the correct form of the verb in brackets.

I wish I could (can) remember more things about my childhood.

1 If only he _____ (not talk) so much all the time. It's so annoying!

2 I wish I _____ (phone) her last night but I completely forgot to.

3 If only we _____ (have) more free time to do all those things!

4 I wish they _____ (hurry) up and finish the job because it's getting late.

2 points

phrasal verbs

10 Fill the gaps in this text with a suitable particle (or particles).

The other night more than a hundred people turned *up* for a concert at our local pub only to discover that the it had been called (1) _____ . Everyone wanted to know what was going (2) _____ and we soon found (3) _____ that the cancellation had been due to a technical problem. It didn't take us long, however, to come (4) _____ _____ another plan. We decided to go to another good pub in the area and buy Gerry a couple of drinks to cheer him up. He has been going (5) _____ a bad time since he split (6) _____ with his last girlfriend.

3 points

Total: 25 points

Pronunciation

1 Underline the stressed syllables in these sentences.

May I ask you what time it is?

1 When can you come to the office?

2 Can you tell me the way to the station?

3 Do you know if there is a supermarket near here.

3 points

2 Underline the stressed words in these Third Conditional sentences.

If they'd turned up earlier, they could've eaten with us.

1 If we hadn't missed that last bus, we would've arrived on time.

2 If they hadn't interrupted me, I would've finished by now.

3 If she'd called me before seven, I'd have gone out with her.

3 points

3 Write the following figures and dates in words.

82½: eighty-two and a half

1 126.8: _____

2 30/1/04: _____

3 $149.68: _____

4 71.5%: _____

4 points

Total: 10 points

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Vocabulary

1 Complete the sentences using the correct form of the words/phrases in the box.

have good relations		buy	obtain
collect	inspire	return	become

I got a birthday present from my grandmother yesterday. obtained

1 Sandra has just got back from her trip to Uruguay. _____

2 I'll be right back. I'm just going to get some bread at the baker's. _____

3 I think I'll put on my sweater because it's getting quite cold. _____

4 When you arrive at the train station tomorrow, I'll come and get you and then we can have breakfast together. _____

5 He was a great example to his students. They all wanted to do well. _____

6 I used to get on well with one of my neighbours but not anymore. _____

3 points

2 Complete the sentences by choosing the correct option (a, b or c).

I enjoy teaching María because she is a fast learner.
(a) fast (b) steep (c) deep

1 When I was at school, we had to learn a lot of poems by _____ .
(a) memory (b) heart (c) perfection

2 When I started the course, I was the only one who knew nothing about computers so I felt I had been thrown in at the _____ end.
(a) deep (b) hard (c) steep

3 I picked _____ a lot of my French by simply watching films and TV programmes.
(a) out (b) on (c) up

4 We felt obliged to study hard because we had a very _____ teacher.
(a) perfect (b) strict (c) steep

5 Practice makes _____ .
(a) learning (b) good (c) perfect

6 I was _____ up to speak to people very politely.
(a) brought (b) picked (c) taken

3 points

3 Unscramble the letters to make words/phrases related to global issues.

hte temvrinenon : the environment

1 essadie : d _____

2 drtasand fo gnivil : s _____ l _____

3 neamfi : f _____

4 meirc : c _____

5 gvepoldein siurctone : d _____ c _____

6 lnutpoilo : p _____

7 ctseyiru : s _____

8 ntrastivao : s _____

4 points

Total: 10 points

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Test A Units 6-10

Reading

1 Read this text about Malta and answer the questions.

Malta is a truly wonderful country whose towns are populated with baroque palaces and its countryside abounds with the oldest known human constructions in the world. The best time to visit is spring or autumn as it is still hot enough to get a suntan and hotel prices come down significantly. The weather, sea and sandy beaches are a bonus, however. The main attractions are definitely the island's antiquities and the Baroque architecture.

There are an amazing number of things to discover as you explore 7,000 years of history. In fact, the Maltese Islands have been described as one big open-air museum. Wherever you go, the scenery on the islands and the architecture are truly spectacular.

Malta is the ideal place to get away from it all with its rocky coastlines, narrow and tranquil village streets, marinas and fishing villages, etc. But, the best thing about a stay here is that you can experience several holidays in one and there are endless things to do. For people who are physically fit, it is a great place for rock-climbing, trekking and several types of water sports.

You can enjoy a busy calendar of cultural events all year round, as Malta is also a bilingual country which has strong historical and cultural links to Britain. It is also an enjoyable place to learn and practise English, so English courses are available in several language schools and English language newspapers, books and magazines are sold everywhere. People even drive on the left here!

The capital of the country is Valletta, which is less than two kilometres in length so it is possible to explore this beautiful city in a relatively short time. It has many interesting squares that are surrounded by palaces and other historical buildings. Another important tourist attraction is Gozo, which is separated from the mainland by three kilometres of sea. The island has a spectacular rocky coastline and also has a relaxing, rural atmosphere.

The cuisine has Italian, French and Maltese influences. Standards are generally high and fresh fish is a favourite in local restaurants and bars. Many species of seafood are consumed all year round and this is what Maltese restaurants do best. Several dishes with rice, meat and vegetables are also popular, however.

Malta's hot, dry summers can be uncomfortable but they are normally very pleasant and the mild winters are also nice. The rain is heaviest in winter but is still only moderate. In the high season, the most economical option is a package tour that includes the flight and seven nights in a two or three star hotel as this will cost under £500. Whether you end up choosing a package tour or travelling independently in Malta, you are guaranteed to have an unforgetable experience.

1 Choose the correct definition for these words and expressions. They are underlined in the text so look at them carefully in their context before answering.

abounds with means (a) to be full of (b) to have a few of (c) to be decorated with

1 bonus means (a) the best thing (b) an extra or added benefit (c) a nice surprise

2 amazing means (a) incredible (b) useful (c) interesting

3 to get away from it all means (a) to have fun (b) to escape from the pressures and routines of daily life (c) to have an adventure

4 endless means (a) fantastic (b) with limitations (c) without limits

5 Standards are generally high means (a) the food has a lot of variety (b) the food is normally expensive (c) the quality of the food tends to be good

6 mild means (a) variable (b) very cold (c) gentle or soft, i.e. not too cold

7 the high season means (a) the most popular time of the year for tourists (b) the time of the year with the highest temperatures (c) the festival period

8 travelling independently means (a) travelling on your own (b) arranging your own travel (c) arranging travelling without dependents

8 points

2 Answer these questions in your own words if possible.

What two aspects make Malta a wonderful country?
Its baroque palaces and the most ancient man-made constructions in the world.

1 Why is spring or autumn the best time to visit?

2 Why do you think Malta has been described as 'a big open-air museum'?

3 What type of physical outdoor activities can people do in Malta?

4 Why is English spoken so well here?

5 What would you notice about traffic in Malta?

6 What type of food does Malta specialise in most?

12 points

Total: 20 points

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Listening

Listen to two young men speaking about their school and university days.

1 Select the correct option.

The first speaker (Phil) (a) thinks that school days are the happiest days your life (b) doesn't think that school days are the happiest days your life (c) doesn't have an opinion on this.

1 Wayne (a) was happy with all of his teachers (b) was happy with one or two of them (c) didn't like a couple of them.

2 Wayne and most of his classmates (a) did well in their exams (b) did badly (c) felt very nervous because of their maths teacher.

3 The best adjective to describe Phil's old French teacher is (a) understanding (b) frightening (c) boring.

4 At first, Wayne found biology at university (a) easy (b) difficult (c) neither easy nor difficult.

5 Phil thinks that (a) university prepares you well for other things as well as for a job (b) university life can be frustrating (c) the social life at university is terrible.

6 Phil is interrupted by (a) a person in the street (b) a call from his wife (c) a call from his boss.

6 points

2 Answer the following questions.

What negative aspect about school exams does Wayne mention? There was a lot of pressure to pass them.

1 What expression does Phil use to agree with Wayne's negative opinions about school?

2 What did Phil use to do sometimes before important exams?

3 Wayne didn't like his maths teacher but mentions one positive quality. What was it?

4 Why did Phil like his English teacher?

5 What advantage and what disadvantage does Phil mention about his history course?

6 When Wayne started at university what did he have to get used to?

7 What is Wayne's cousin's job and what did he do for Wayne?

14 points

Total: 20 points

Writing

Choose ONE of the following topics and write a composition of about 250-300 words.

1 What type of holiday do you like most and why? Give examples from your own experience.

2 Is discipline a problem in the schools of today? What do you think are the best ways for a teacher to punish problematic children and get respect from everyone in the class?

3 What do we need to do to preserve our environment and try to reduce the ecological problems of our planet?

4 If you could change your profession, what kind of job would you most like to do and why?

5 Write in detail about one of the most special memories that you have from the past. Why is it so important to you?

100 points

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Test B Units 6-10

Grammar

uses of *like*

1 Write questions for these answers using the word *like*.

A: *What does she look like?*

B: *She is tall with fair hair and blue eyes.*

1 A: _____?

B: No, they are completely different. Sam is reserved and shy while Mathew is very sociable and friendly.

2 A: _____?

B: Tonight? I don't know really. Maybe go out and see a film or perhaps just relax at home.

3 A: _____?

B: Oh, Rome is special. It's a fascinating historical city.

4 A: _____?

B: Yes, very much. In fact, I think spaghetti is one of my favourite dishes.

2 points

articles

2 Fill the gaps in this text with *a, an, the* or nothing (-).

Last summer, I went on *a* special tour of a range of mountains in (1) _____ north of Mexico to observe and photograph some wild cats in their natural habitat. I think (2) _____ wild cats are fascinating animals and I have studied them all my life.

While we were climbing up a steep hill, (3) _____ tour guide suddenly shouted that he had just seen (4) _____ enormous snake. Everyone was terrified for a moment but fortunately (5) _____ snake disappeared into the trees. Apart from this little shock, everything else on the tour was fine and our guide gave us (6) _____ very interesting and useful information about the area.

3 points

subject and object questions

3 Write questions for these answers.

A: *Which car did Tim choose?*

B: *Tim finally chose the Renault.*

1 A: Who _____?

B: Curtis Hanson directed the film *LA Confidential*.

2 A: When _____?

B: Fleming discovered penicillin in 1928.

3 A: Which _____?

B: A 500cc Suzuki won the motorcycle race.

4 A: What _____?

B: Someone's hand touched Fred on the shoulder.

5 A: Where _____?

B: Carol saw the concert in Leeds.

6 A: How many _____?

B: Tanya bought three books.

3 points

modals of ability

4 Complete the text using four of the words from the box.

can can't could couldn't able manage

Now I *can* use computers well for most applications but only five years ago I (1) _____ understand anything about them. I remember one day at work when I didn't even (2) _____ to send an email correctly and I wasn't (3) _____ to use the Word programme very well either. I did a couple of computer courses, however, and made good progress. Only six months after that I (4) _____ do all of the things that were necessary for my job.

2 points

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adverbs

5 Choose the most appropriate adverb to complete these sentences.

I'm sorry for forgetting the book. I promise that I'll _____ bring it tomorrow.
a) hopefully b) actually c) definitely

1 He is normally not a punctual person but _____, today he arrived very early.
a) surprisingly b) obviously c) usually

2 I _____ believe that all politicians should think more about the environment.
a) carefully b) personally c) surprisingly

3 He lost his job for spending too much time on the Internet. That's what _____ happened.
a) fortunately b) hopefully c) actually

4 She drove _____ because the roads were in bad condition.
a) naturally b) quietly c) carefully

5 I think my brother will _____ win this squash match.
a) completely b) probably c) personally

6 The pay was too low. That's _____ the reason why I left my job.
a) interestingly b) basically c) completely

2 points

Third Conditional

6 Make Third Conditional sentences using the verbs in brackets.

If you hadn't forgotten (not forget) to take your coat, you wouldn't have been (not be) so cold.

1 If they _____ (take) a taxi, they _____ (arrive) much earlier.

2 If you _____ (come) to the party last night, you _____ (have) a great time.

3 They _____ (not feel) so tired this morning if they _____ (not stay) up so late last night.

4 She _____ (hear) you if you _____ (shout) louder.

2 points

make, let, allow

7 Choose the correct option to complete the sentences.

They allowed us enter/to enter the flat.

1 They made us *working/work* long hours last week.

2 We weren't *allowed/let* to wear jeans in this place.

3 The teacher made me *repeat/to repeat* the exercise.

4 You are allowed *using/to use* the library whenever you want.

5 I let my son *stay/to stay* up late last night to see the match on TV.

6 Why did you let the cat *coming/come* into the house?

3 points

reported speech

8 Convert these reported statements into direct speech.

She asked me if I liked travelling.
'Do you like travelling?'

1 He told me that he had visited Paris many times in his life.
_____.

2 She said she had to do something important the following day.
_____.

3 He asked me what I had done that day.
_____.

4 She told us that she would travel to New York some time in the future.
_____.

2 points

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Test B Units 6-10

review of past tenses

9 Fill the gaps with the correct form of the verbs in brackets. Choose the Past Simple, Past Continuous or Past Perfect Simple.

I remember a very talented friend called Brigitte who *could* (can) speak several languages. She (1) _____ (be) born in Paris to a Spanish mother and an English father, so she (2) _____ (learn) to speak all three languages before she started school. While she (3) _____ (study) at secondary school, she (4) _____ (begin) to learn Japanese, German and Italian. She was a determined and brilliant student. After Brigitte (5) _____ (finish) her school studies, she travelled and worked in four different countries before starting university. The last time I saw her, she told me that she (6) _____ (prepare) for a master in Russian!

3 points

phrasal verbs

10 Underline the correct option. If the two options are correct, underline both sentences.

We are going through a bad time / We are going a bad time through.

1 I had to put up the inconvenience with / I had to put up with the inconvenience.

2 I woke up my friend early / I woke my friend up early.

3 I got off the bus in Blackpool. / I got the bus off in Blackpool.

4 I'll pick him up from the station / I'll pick up him from the station.

2 points

Total: 25 points

Pronunciation

1 Underline the long vowel sounds that give extra emphasis to these expressions.

Really?

That's amazing! Oh no!

How awful! My goodness!

You're joking! How incredible!

3 points

2 Put these words into the correct column in the table below.

history sight island strict
practice live (v) life environment
direct chips miss remind

/ɪ/	/aɪ/
split	*revise*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 points

3 Underline the stressed syllable in these words.

adventure

package	abroad	cultural
historical	newspaper	degree
research	lifestyle	unemployed

3 points

Total: 10 points

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Vocabulary

1 Choose the correct option to complete the sentences.

I can't do this exercise. Can you give me a heart/a hand/a favour, please?

1 Ralph is always reading books. He's a real *library rat/reader's pet/bookworm.*

2 I know this subject *inside out/outside in/like the palm of my hand.*

3 I'm travelling to Paris on business next week so I'll have to *clean up/brush up on/polish on* my French before I go.

4 I'm good at arts and languages but with science subjects I haven't got *an idea/a guess/a clue.*

5 I'm very pleased with the computer course I'm doing because I have *picked up taken up/given up* many useful things.

6 I don't know the answer to this question but I think I'll make a wild *try/guess/effort.* Who knows? I might be right.

3 points

2 Make nouns from the following verbs and adjectives by adding the correct suffix.

independent : independence

punish: _____ ignore: _____

dark: _____ employ: _____

create: _____ intelligent: _____

3 points

3 Choose the best word from the box to complete the sentences.

tired/tiring	exhausted/exhausting
excited/exciting	annoyed/annoying
bored/boring	confused/confusing
relaxed/relaxing	depressed/depressing

I saw that Dracula film last night and it was really frightening.
frightened/frightening

1 When I don't have anything to do I start to feel really _____ .

2 Climbing that mountain was an _____ experience. When we finally got to the top, most of us literally collapsed.

3 Listening to classical music or sitting on the sofa with a nice cup of tea are two things that I find really _____ .

4 When I listened to one tragic story after another, I began to feel very _____ .

5 Celia can't wait to go on holiday to Canada in two months time. She already feels really _____ about it.

6 People interrupting me when I am speaking is a habit which I find quite _____ .

7 Can you explain that again? I'm a bit _____ .

8 It is very important for me to get enough rest every day because my job is quite _____ as I have to drive long distances to visit potential clients every day.

4 points

Total: 10 points

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Test B Units 6-10

Reading

1 Read the following text about famine in Africa and answer the questions.

Nearly 30 million Africans could soon be facing famine. The immediate cause is drought, which has destroyed crops and left people and livestock without food and water. But this is not the only reason why Africa suffers regularly from famine. Most African countries do not produce enough food and depend very much on imports and on having the income to pay for them.

There are also other contributory factors; war, corruption and bad management of food supplies, environmental problems, natural disasters, the long-term effects of Aids and other diseases, as well as plagues of locusts which eat up enormous areas of vegetation.

Famine is caused by not enough food being produced or people not being able to obtain it. This may be because there is not enough water or because people can't afford to buy food. Even in famine-free years, it is common across Africa for people to not have sufficient food, especially in rural areas. The United Nations estimates that the situation in sub-Saharan Africa is worse today than it was thirty years ago. Growing poverty in Africa has left the continent with a population that has the biggest food problems in the world.

Interestingly, East and South Asia, where there have been enormous increases in agricultural production and significant economic growth have reduced the number of people who are not properly fed from forty-three percent to thirteen percent but sub-Saharan Africa has not managed to get the rate below the 1969 figure of thirty-four percent of the population.

The Nobel Prize-winning economist Amartya Sen has argued that hunger and famine are caused mostly by poverty and not just a country's ability to grow enough food. People in poverty often go hungry because they do not have enough money to buy food when they have not been able to produce enough themselves. So when there is a drought or something similar they become the first victims of famine. Professor Sen argues that if countries in Africa could make sufficient income, they would be able to avoid hunger, as they could afford to import food to make up for any food they don't produce themselves. At the moment, however African farmers can only get low prices for the products they want to export to other countries and so cannot compete on world markets.

War and terrible diseases are making some countries lose a high number of the economically-active population and there are now many children who have lost their parents and elderly people with no means of support. Natural disasters frequently happen, but it is when they hit countries that are already suffering from the effects of other problems that famine becomes inevitable.

2 Choose the correct definition for these words and expressions. They are underlined in the text so look at them carefully in their context before answering.

drought means (a) a large forest fire (b) the problem of having little or no water (c) pollution

1 livestock means (a) possessions (b) food (c) farm animals

2 income means (a) money received through work or other commercial activity (b) effort (c) transport

3 long-term effects are (a) immediate results (b) results that happen in the distant future (c) important results

4 locusts are (a) large insects that destroy crops (b) diseases (c) climatic problems

5 to afford means (a) to want (b) to try (c) to have enough money or other resources to do something.

6 to make up for means (a) to add to (b) exchange for (c) compensate for

7 economically-active means (a) rich (b) being at the right age to work (c) having studies in economics

8 elderly means (a) poor (b) ill (c) old

8 points

3 Answer these questions in your own words if possible.

What is one of the most important reasons for famine in Africa? There isn't enough water.

1 Why do many African countries rely on imports so much?

2 In what type of regions are the biggest food problems to be found?

3 How does the food situation in sub-Saharan Africa compare to the past?

4 Why is the situation less extreme in Asia?

5 Why does Professor Sen think that being poor is a bigger problem than not growing enough food?

6 Apart from famine, what has caused many children and elderly people to lose their economic support?

12 points

Total: 20 points

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Listening

Listen carefully to this job interview and answer the questions.

1 Choose the correct answer.

How does the interviewer feel about Tamara's CV? (a) excited (b) impressed (c) confused

1 What type of job has Tamara applied for? (a) sales manager (b) sales person (c) receptionist

2 Tamara (a) sometimes leaves jobs unfinished (b) always likes to do jobs well (c) says that it is sometimes impossible to do certain jobs well.

3 The interviewer says that (a) driving long distances (b) selling things (c) working long hours in the office can be very tiring.

4 Tamara says she is persuasive because of her (a) training and motivation (b) motivation and experience (c) training and experience.

5 She (a) wants to be promoted as soon as possible (b) isn't interested in promotion (c) wants more experience first.

6 The company runs training courses in (a) selling techniques, computer skills (b) selling techniques, driving skills (c) managing techniques, computer skills and foreign languages.

6 points

2 Answer these questions.

What expression does the interviewer use to ask Tamara to sit down? Have a seat.

1 Why is Tamara interested in the job?

2 What were the two main things she had to do in her previous job?

3 What does Tamara see as her main strengths?

4 Why is working long hours not a problem for Tamara?

5 Why does Tamara not mind working on commission?

6 What could be a possible disadvantage of being promoted to regional sales manager?

7 What two things does the possibility of offering training courses depend on?

14 points

Total: 20 points

Writing

Choose ONE of the following topics and write a composition of about 250-300 words.

1 What type of holiday do you like most and why? Give examples from your own experience.

2 Is discipline a problem in the schools of today? What do you think are the best ways for a teacher to punish problematic children and get respect from everyone in the class?

3 What do we need to do to preserve our environment and try to reduce the ecological problems of our planet?

4 If you could change your profession, what kind of job would you most like to do and why?

5 Write in detail about one of the most special memories that you have from the past. Why is it so important to you?

100 points

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Answer key

Test A Units 1-5

Grammar

1 auxiliary verbs
1 What did you do last summer?
2 Do you normally cook at home?
3 Have you ever been to this place?
4 Where does your best friend go on Friday nights?

2 Present Perfect Simple and Past Simple
1 have always enjoyed 2 could not (couldn't)
3 learnt 4 returned 5 have worked 6 have had

3 The Passive
1 has been robbed 2 causes 3 was changed 4 has been offered 5 is done 6 organised

4 relative clauses
1 (c) 2 (c) 3 (a) 4 (b)

5 Talking about the future
1 are buying 2 will ('ll) answer 3 are going to build
4 will ('ll) have 5 are having 6 will be

6 comparatives and superlatives
1 the best 2 more picturesque 3 as easy 4 more peaceful

7 modal verbs of obligation and prohibition
1 must 2 should 3 mustn't 4 don't have to
5 shouldn't 6 have to

8 First Conditional with *if/when/unless/as soon as*
1 when 2 unless 3 As soon as 4 If

9 Present Perfect Simple and Present Perfect Continuous
1 has been working 2 has Derek been playing 3 have finished
4 has had 5 have been trying 6 has not (hasn't) spoken

10 gerunds and infinitives
1 to make 2 to set 3 being 4 to see

Pronunciation

1
1 must 2 arrested 3 made 4 can 5 heard 6 developed

2

air conditioner	washing machine
mobile phone	central heating
alarm clock	answer phone

3

/æ/	/eɪ/	/ɑː/
land	*game*	*hard*
band	*take*	*card*
bag	*gate*	*heart*
cap	*mail*	*park*
camp	*paint*	*farm*

Vocabulary

1
1 on 2 about 3 at 4 for 5 in 6 to

2
1 (c) 2 (b) 3 (b) 4 (c) 5 (a) 6 (c)

3
1 reward 2 seller 3 failure 4 consume

4
1 reminds 2 trip 3 fun 4 told

Reading

2
1 False 2 False 3 False 4 True 5 False 6 False
7 True 8 False

3
1 masterpieces
2 The paintings are too famous to be sold in the open market.
3 They blocked off the museum, informed Interpol and alerted airports and border crossings.
4 Norway because one of them spoke in Norwegian during the robbery.
5 One security guard because he was suffering from shock.
6 Possibly they were forced to do this or maybe they were frightened.

Listening

Tapescript
S=Sylvia M=Mark
S: So I hear you've just bought a new house in the country, Mark.
M: Yeah, it's great! It's quite a large cottage with a garden, three bedrooms, an attic and a wine cellar.
S: But you won't be too far away from London, will you?
M: Not really. It's actually on the outskirts of a town about forty minutes drive from the centre of London. That's if there are no traffic problems, of course...
S: Mm... It sounds really nice.
M: Yeah, well, I like it. It's really picturesque actually. There are some great views of hills, forests and some lovely unspoilt countryside. As a writer, I really need peace and quiet in order to think clearly.
S: I know what you mean, but won't you miss London?
M: Well, I know that London's exciting and I'll miss that but a healthy life away from the noise and pollution appeals to me more. Anyway, what about you Sylvia? I hear you're looking for a new job.
S: Yes, since I broke up with my boyfriend a couple of weeks ago, I've decided to make some changes in my life. Like you, I'm interested in buying a house or a flat, so I guess I need to earn and save a lot of money in the next few years.
M: You'll have to work hard then because it isn't exactly cheap to buy property these days.
S: I know, but I'm ambitious and really don't mind working long hours.
M: What type of job are you looking for?
S: I'd like a job as a sales rep. because I think I have the right type of personality. I'm good with people and I've got a sense of humour.
M: Have you had any luck yet?
S: Well, I responded to an advert yesterday and I've got an interview next Tuesday.
M: Great! What type of company is it?
S: It's a furnishing company which manufactures office equipment.
M: Sounds interesting. Well, best of luck on Tuesday.
S: Thanks a lot, Mark.

1
1 False 2 True 3 True 4 False 5 False 6 True
7 False 8 False

2
1 He is a writer and he needs peace and quiet.
2 The noise and the pollution.
3 It appeals to me more.
4 They broke up (separated) a couple of (two) weeks ago.
5 To be good with people and have a sense of humour.
6 She responded yesterday and the interview will be next Tuesday.

Test B Units 1-5

Grammar

1 Present Simple and Present Continuous
1 am working 2 remember 3 climb
4 do not (don't) want 5 is doing 6 think

2 Present Perfect Simple and Past Simple
1 have listened 2 broke 3 has played
4 lived

3 relative clauses
1 when 2 who (that) 3 whose 4 which (that)

4 Past Simple and Past Continuous
1 met / was living 2 was walking / saw
3 sat / opened

5 comparatives and superlatives
1 heavier than 2 the lightest 3 as light as
4 heavy as Don

6 future possibility
1 Mr Peterson will definitely become the new sales manager.
2 I may not arrive on time because I am very busy.
3 It will probably rain later this evening.
4 A friend of mine could become the university chess champion in the future.
5 I might have to take the bus to get to work tomorrow.
6 My aunt's horse "Bad Boy" will probably win this race.

7 question tags
1 doesn't she 2 could you 3 mustn't they
4 did you 5 haven't we 6 won't they

8 First Conditional with *if/when/unless/as soon as*
1 As soon as/When 2 When/as soon as 3 unless 4 If

9 gerunds and infinitives
1 to finish 2 to go 3 to accept
4 travelling

10 countable and uncountable nouns
1 (c) 2 (c) 3 (b) 4 (a) 5 (c) 6 (a)

Pronunciation

1

/t/	/d/	/ɪd/
liked	*loved*	*wanted*
stopped	*delivered*	*needed*
watched	*breathed*	*committed*
pushed	*failed*	*defended*
asked	*pulled*	*waited*

2
1 You have to read this book.
2 We must see this film.
3 You shouldn't go out tonight.

3
consumer buyer reward produce pollution success

Vocabulary

1
1 cause 2 return 3 give 4 move 5 take 6 take

2
1 (b) 2 (a) 3 (b) 4 (c) 5 (a) 6 (c)

3
1 chapter 2 dish 3 tip 4 soundtrack 5 sequel
6 plot 7 performance 8 dessert

Reading

2
1 (a) 2 (b) 3 (b) 4 (b) 5 (b) 6 (a)

3
1 He took the name from one of his favourite cartoon characters.
2 They didn't want him to tell anyone about their illegal activities.
3 During his first job.
4 By selling fake miracle medicine and gold-framed glasses at high prices.
5 The secretary had gone away with their money.
6 No, because he felt that his victims were rich and also dishonest.
7 He taught himself.

Listening

Tapescript
T=Tracy G=Goeff
T: Isn't it strange Geoff... we're such good friends but don't have much in common. Our hobbies are completely different...
G: You're right, Tracy. I'm the sort of person who needs to be with people a lot, but unlike you I've never been good at sport. I like spending time with my family and I use the phone a lot because I don't want to lose touch with my friends.
T: Well, social life means a lot to me too and I like getting to know new people. But, I spend most of my spare time going to karate classes and jogging. I'm also keen on going away at weekends; climbing mountains, sailing, that kind of thing.
G: Oh, that's not for me at all! However, I'd like to have time to read more and eat out in restaurants. Unfortunately, bringing up two small daughters means I have to give up some of the luxuries in life.
T: Hmm, I'm a bit younger than you and still single so I might change a little one day but I can't stand reading apart from when I'm surfing the net.
G: Well, I sometimes use the Internet as well but usually for sending emails. It's normally very convenient. Unfortunately though, my computer shut down completely while I was downloading an important file last week and now I'll have to spend quite a lot of money on a new one.
T: Oh, you poor thing! Well, I'm sure you can afford it.
G: I suppose so. You know, the good thing about you and me, Tracy, is that although we're very different in many ways, I really enjoy your company – we've got the same sense of humour.
T: I agree, Geoff. We always have a lot to talk about too.

1
1 False 2 True 3 False 4 True 5 True 6 False
7 False 8 False

2
1 He doesn't want to lose touch with his friends.
2 Climbing mountains and sailing.
3 Reading and eating out in restaurants.
4 When she is surfing the (Inter)net.
5 It shut down completely and he will have to buy a new one.
6 I suppose so.

Test A Units 6-10

Grammar

1 Past Perfect Simple

1 entered 2 appeared 3 had checked
4 had gone 5 had been 6 arrived

2 articles

1 (-) 2 an 3 the 4 a

3 *used to* and *would*

1 go cycling 2 would have 3 used to 4 used to

4 modals of ability

1 was able 2 couldn't 3 managed to 4 wasn't able to
5 didn't manage to 6 were able to

5 Second Conditional

1 changed/would feel 2 would be/helped 3 left/would have 4 would travel/won 5 thought/would find
6 would have/bought

6 Third Conditional

1 If Sharon hadn't eaten too much chocolate, she wouldn't have felt bad later.
2 If I hadn't said something terrible, my girlfriend wouldn't have stopped talking to me.
3 If we had followed the signs, we wouldn't have got lost.
4 If I hadn't shouted a lot to my friends inside the discotheque, I wouldn't have lost my voice.

7 reported speech

1 Tony asked (me) if I worked a lot of overtime.
2 Anne told me/us that she was working some very irregular hours those days.
3 Darren said that they had been unemployed for nearly three months.
4 Lynn told me/us that she thought they would win the elections.
5 Scott asked me if I had got a pay rise the previous day (the day before).
6 Cathy said that she had to get a couple of good references before she could apply for that job.

8 past obligation/permission

1 couldn't 2 didn't have to 3 was allowed to 4 had to

9 *I wish/if only*

1 wouldn't talk 2 had phoned 3 had
4 would hurry

10 phrasal verbs

1 off 2 on 3 out 4 up with 5 through 6 up

Pronunciation

1

1 When can you come to the office?
2 Can you tell me the way to the station?
3 Do you know if there is a supermarket near here.

2

1 If we hadn't missed that last bus, we would've arrived on time.
2 If they hadn't interrupted me, I would've finished by now.
3 If she'd called me before seven, I'd have gone out with her.

3

1 one hundred and twenty-six point eight.
2 the thirtieth of January, two thousand and four.
3 one hundred and forty-nine dollars sixty-eight cents.
4 seventy-one point five percent.

Vocabulary

1

1 returned 2 to buy 3 becoming
4 collect 5 inspired 6 have good relations

2

1 (b) 2 (a) 3 (c) 4 (b) 5 (c) 6 (a)

3

1 disease 2 standard of living 3 famine
4 crime 5 developing countries
6 pollution 7 security 8 starvation

Reading

2

1 (b) 2 (a) 3 (b) 4 (c) 5 (c) 6 (c) 7 (a) 8 (b)

3

1 The weather is still good and hotels are less expensive.
2 You can see beautiful scenery and historical architecture outside. You don't have to enter any museum.
3 You can climb rocks, go trekking and do water sports.
4 It has close historical and cultural connections with Britain.
5 People drive on the left.
6 Fresh fish and seafood.

Listening

Tapescript

P=Phil W=Wayne

P: You know, Wayne, many people say that school days are the happiest days of your life and I think they're probably right.
W: I'm not so sure, Phil. It's easy to say that now but when you look back, we didn't enjoy the discipline... One or two of my teachers weren't exactly, you know, the nicest people you could meet. We also had heaps of pressure to pass exams.
P: I suppose you've got a point. We used to get quite nervous especially before important exams and we'd sometimes stay up all night revising! I didn't like some of my teachers very much either... but most of them were pretty good, I suppose.
W: Hmm, I'm not so sure about that... We had one who taught us maths and he was absolutely useless! He was very knowledgeable but he couldn't explain things and some of us got completely lost. In spite of it all, most of us managed to pass our exams in the end.
P: Our French teacher was really strict and used to lose her temper a lot. We were frightened to make a single mistake in class! Our English teacher was great though. She was really open-minded and we'd pick up a lot of interesting and useful things from her classes.
W: What did you do at university, Phil?
P: I studied history, which was very interesting but not the best thing to get you a good job. What about you, Wayne?
W: I did a biology course. It was hard at first and it felt strange when I had to go to lectures and take notes instead of being told what to do all the time. I failed a couple of exams in the beginning but my cousin's a biologist and he gave me a hand. I think I'm quite a fast learner so I ended up making good progress.
P: Good for you! I suppose university's very good preparation for the professional world and for life in general... the social life isn't bad either. Oh no! That's my boss calling me on my mobile. I've got to go. See you later, Wayne.
W: See you then, Phil.

1

1 (c) 2 (a) 3 (b) 4 (b) 5 (a) 6 (c)

2

1 I suppose you've got a point.
2 Stay up all night revising.
3 He was very knowledgeable.
4 She was open-minded and they learnt a lot of interesting and useful things in her classes.
5 It was very interesting but not ideal for finding a good job.
6 He had to take his own lecture notes without being told what to do.
7 He is a biologist and gave Wayne a hand when he was at university.

Test B Units 6-10

Grammar

1 uses of *like*

1 Is Sam like Mathew? 2 What would you like to do tonight?
3 What is Rome like? 4 Do you like spaghetti?

2 articles

1 the 2 (-) 3 the 4 an 5 the 6 (-)

3 subject and object questions

1 Who directed the film *LA Confidential*?
2 When did Fleming discover penicillin?
3 Which motorcycle won the race?
4 What touched Fred on the shoulder?
5 Where did Carol see the concert?
6 How many books did Tanya buy?

4 modals of ability

1 couldn't 2 manage 3 able 4 could

5 adverbs

1 a) 2 b) 3 c) 4 c) 5 b) 6 b)

6 Third Conditional

1 had taken/would have arrived
2 had come/would have had
3 wouldn't have felt/hadn't stayed
4 would have heard/had shouted

7 *make, let, allow*

1 work 2 allowed 3 repeat 4 to use 5 stay 6 come

8 reported speech

1 'I have visited Paris many times in my life.'
2 'I have to do something important tomorrow.'
3 'What have you done today?'
4 'I will travel to New York some time in the future.'

9 review of the past tenses

1 was 2 had learnt 3 was studying 4 began
5 had finished 6 was preparing

10 phrasal verbs

1 I had to put up with the inconvenience.
2 I woke up my friend early / I woke my friend up early.
3 I got off the bus in Blackpool.
4 I'll pick him up from the station.

Pronunciation

1

That's amazing! Oh no!
How awful! My goodness!
You're joking! How incredible!

2

/ɪ/	/aɪ/
split	*revise*
history	*sight*
strict	*island*
practice	*life*
live	*environment*
chips	*direct*
miss	*remind*

3

package abroad cultural
historical newspaper degree
research lifestyle unemployed

Vocabulary

1.

1 bookworm 2 inside out 3 brush up on
4 a clue 5 picked up 6 guess

2

punishment ignorance
darkness employment
creation intelligence

3.

1 bored 2 exhausting 3 relaxing
4 depressed 5 excited 6 annoying
7 confused 8 tiring

Reading

2

1 (c) 2 (a) 3 (b) 4 (a) 5 (c) 6 (c)
7 (b) 8 (c)

3

1 Because they cannot produce enough food for themselves.
2 In the countryside.
3 It is much worse now than 30 years ago.
4 They have been producing a lot more food from agriculture than before and their economy has become stronger.
5 People who are very poor and have very little food will be the first ones to suffer in years of drought or other problems.
6 War, terrible diseases and natural disasters.

Listening

Tapescript

M=Melanie T=Tamara
M: Please come in and have a seat.
T: Thank you.
M: Well, Tamara. I've seen your CV and I'm very impressed. The first thing I'd like to ask is: Why have you applied for this job?
T: Erm, well, mainly because T.S.A. is a company with an excellent reputation. I see selling computer software as... err... an exciting new challenge.
M: Can I ask you what you had to do in your last job? What were your responsibilities exactly?
T: Well, as a sales rep. for Ben Shi, a Chinese company, I had to sell office furniture to companies and offer after-sales service to existing clients.
M: What do you think are your strengths and weaknesses?
T: Um... I'm a highly motivated, hard-working person and I think that I'm good with people too. Weaknesses? Mmm, I don't know if it's a weakness exactly but I think that I'm possibly a bit of a perfectionist. I don't like to see jobs only half-finished or badly done. They have to be done really well.
M: So you don't mind working long hours? After all, you'd sometimes have to drive long distances and this can be very tiring, you know.
T: I'm used to that because of my previous jobs.
M: Are you good at persuading people to buy from you?
T: I think so. I have had a lot of training and I've learnt through experience, of course.
M: Would working on a commission only basis be a problem for you?
T: Oh no, not at all. This would motivate me more and I love a difficult challenge.
M: What are your ambitions for the future?
T: Well, after getting another two or three years' experience in sales, I'd like to become a sales manager.
M: OK, thank you very much Tamara. Now, are there any questions that you'd like to ask me?
T: Yes. What are the possibilities of getting promoted in the company?
M: There are very good opportunities for the right people. There are often new positions for regional sales managers but you might have to work in a different part of the country.
T: Mm... What sort of training does the company offer?
M: Well, we run all types of courses including ones on selling techniques, computer skills and foreign languages. It all depends on the employees' needs and our economic situation.
T: Oh, great. That all sounds very interesting.
M: I'm glad you think so. Well, thank you for coming to this interview Tamara. We'll be in touch soon.

1

1 (b) 2 (b) 3 (a) 4 (c) 5 (c) 6 (a)

2

1 The company has an excellent reputation and the job would be an exciting new challenge.
2 She had to sell office furniture to companies and offer after-sales service.
3 She is highly motivated, hard-working and good with people.
4 She is used to that because of her previous jobs.
5 This would motivate her and she loves a difficult challenge.
6 It might be necessary to work in a different part of the country.
7 The economic situation of the company and the needs of the employees.